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ABSTRACT

Developed by Iowa educators, this guide contains 23 sample lessons that offer guidelines for addressing the issue of homelessness with students in grades 1-12. The lesson plans were developed for varying age and ability levels, and slight changes can make them usable in a variety of settings to accomplish many different purposes. Resources are identified throughout the guide. The first section contains 6 lessons for grades 1-5 and includes topics such as identifying basic needs for survival, homes around the world, and understanding homelessness. The second section is a whole-language unit for the middle school, grades 6, 7, and 8. The 12 lessons in this section address topics such as stereotyping and judging, problems related to homelessness, and empathy and compassion for the homeless. The third section, for grades 9-12, contains 23 lessons that cover topics such as when and why people become homeless, governments and homeless people, who is helping homeless people, and how to get involved. The guide includes a resource list of organizations and materials, and a list of participants in the Speaker's Bureau on Homelessness in Iowa. Contains 175 references. (TJQ)

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ED 372 834

Homelessness: A Resource Guide for Grades 1-12

Helping Children and Youth to Understand and Be Involved



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INTRODUCTION TO SAMPLE LESSONS ON HOMELESSNESS

Homelessness is not new to Iowa, nor is it new in American life. It has existed for hundreds of years, worldwide. However, the Stewart B. McKinney Homeless Assistance Act (Federal Legislation - P.L. 101-645 as amended in 1990) is helping to sensitize U.S. citizens to the effects of homelessness and the need for assistance for those who experience it. Educators as well as the general public are being asked by many action groups to develop an awareness of and sensitivity to this dilemma in order to address the needs of those who experience homelessness. This resource guide was developed within Iowa to convey to all students the immediate reality of homelessness and how to help. It represents a response for developing awareness and encouraging involvement.

The persons involved in the development of this guide tried to structure the activities to be sensitive to all children. They utilized the principle that "activities to introduce children and adults to homelessness should not offend those who are, nor should it overwhelm those who are not." However, those who use the activities in this guide need to be sensitive to local concerns regarding homeless children and adults and use the most appropriate activities accordingly.

The following lesson samples are intended to offer guidelines for addressing the issue of homelessness with students. Schools are urged to take an "adopt and adapt" attitude: adopt the concepts and adapt them to the specific situation. The lesson plans shown are developed for varying age and ability levels; even slight changes can make them usable in a variety of settings to accomplish many different purposes. Implications can be drawn and individualized plans created from these materials.

The activities were designed by Iowa educators serving children at different levels of development. Resources are identified throughout the publication.

The specific intent of disseminating this information is to provide a supportive basis from which both teachers and students can gain new insights. In particular, the intent for teachers is to provide some basis for establishing student understanding of their peers for whom life has been less than kind, and to allow students opportunities for assisting.

WHY STUDY HOMELESSNESS?

The problems that homelessness brings to any individual, family, community and national government create human suffering. Homelessness results in people trying to satisfy basic human physical and safety needs, sacrificing all other life needs, especially the need to achieve in school and establish high self-esteem. Consequently, homelessness is a social problem that immediately brings up housing and poverty dilemmas. Studying the problem should:

- Provide students an opportunity to deal with a current issue of concern to Iowa and the nation and to dispel myths about people without homes.
- Give students a chance to make a contribution toward ending homelessness.
- Sensitize students to be more accepting of students in their school who might be without a home.
- Provide opportunity for schools to interact with the community to establish cooperative partnerships to assist those who are homeless.

HOMELESSNESS IN IOWA

Iowa is a beautiful land with proud people dedicated to helping each other and working hard to overcome problems. Homelessness is such a problem. However, accepting the fact that homelessness exists is not an easy matter for Iowans and some denial pervades our citizenry. Some Iowans do not feel that it is politically or economically wise to admit that homelessness exists and to what extent it exists. They feel that if the problem looks too pervasive to outsiders, we might not be able to attract outside economic interests.

Studies of Iowa's homeless indicate that during any given year nearly 16,000 people are homeless by being on the streets, living in abandoned buildings, tents or shelters and transition housing or finding temporary shelter with friends or relatives. Over 50 percent of our homeless are children of preschool through high school age. The education of our homeless children remains a primary issue especially since so many of our homeless are children and homelessness can interrupt their schooling.

The governor of Iowa (Terry Branstad) established a special office to coordinate agencies and services for the homeless. At least 15 different agencies and organizations are coordinated via the Interagency Task Force on Homelessness spearheaded by the Office on Homelessness, Department of Human Services. A major goal of the task force is to eliminate homelessness and the harmful ramifications that homelessness brings to children and adults. An "Iowa Plan to Eliminate Homelessness" now exists but requires Iowans statewide to get involved and serve to assist those in need.

Many factors in Iowa cause someone to become homeless. The most frequently identified are: unemployment, de-institutionalization of the mentally ill, personal crises such as abandonment and divorce or physical abuse, cuts in public assistance programs, the rising costs of housing, and personal difficulties such as alcohol or drug abuse.

The causes of homelessness cannot be controlled by the children involved. Many of the causes cannot be totally controlled by adults, especially those personally involved. Homelessness is a circumstance and those caught by the circumstance normally look for assistance and are willing to accept help. When assistance is provided the homeless do overcome the devastating effects.

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Homelessness Lessons

Grades 1-5

THE AFFORDABLE HOME



Curriculum Outline for Early Elementary Objectives

- I. Students will identify the basic needs of all people for survival.

Students will identify different kinds of shelters used by people and what happens when they are taken away.
- II. Students will explain the differences between structures used for housing, and a home.

Students will explore the meaning of "home."
- III. Students will be able to identify how basic needs and comforts are met in a variety of homes around the world.

Students will explore how available building materials and climate affect housing.
- IV. Students will acquire an understanding of homelessness.

Students will explore causes of homelessness and construct a visual representation of homelessness.

Students will identify the causes of homelessness in their own family, class, school, town, area.
- V. Students will understand how homelessness affects the homeless themselves as well as how it affects all of society.

Students will get opportunities to volunteer to assist the homeless in order to develop sensitivity to their needs.
- VI. Students will gain an awareness of how the homeless can be helped.

Students will plan and carry out a service project.
- VII. Example unit incorporating concepts of homelessness into reading and language arts.

Lesson 1

Objective: The students will identify the basic needs of all people for survival.

Classroom Procedure:

1. The teacher will initiate a discussion of what all living things need to survive by asking leading, grade-appropriate questions.
 - The students should identify food, water, and shelter. (In the case of humans, clothing may also be considered a basic need.)
2. The teacher will show pictures of animal habitats (homes). The students should identify how basic needs are met in each habitat.
3. The teacher will ask leading, grade-appropriate questions to help students identify how their basic needs are met in different kinds of habitats. The students should identify where their basic needs come from.
4. The teacher will ask the question, "What might happen if one of these basic needs were destroyed or lost in some way?"
 - The students should brainstorm a list of possibilities on flip charts, etc., to be saved for later use. Depending on grade level, this activity might be done in cooperative groups.

Optional Activities:

1. Ask students to draw a picture of an animal habitat showing how basic needs are met in different kinds of habitats (individual or cooperative groups).
2. Ask students if they can explain the difference between a house (or apartment) and a home. Help them distinguish between the two concepts.
3. Ask students to draw pictures of different kinds of shelters (houses, apartment buildings, care centers, shelters, tents, etc.) showing how their basic needs are met. (Note: Be sensitive to the possibility that homelessness or "near" homeless children may exist among the students in the class itself.)
4. Ask students to write a paragraph explaining how their basic needs are met where they live. Optional: have students answer this question orally.

Lesson 2

Objective: The students will explain the differences between structures used for housing (houses, apartments, trailers, tents, etc.) and a home.

Classroom Procedure:

1. The teacher will ask students to brainstorm definitions of "house" to be listed on the board, a flip-chart, etc. Repeat the procedure for "home."
 - The students should note similarities and differences between their two definitions before looking up the two terms in a dictionary.
2. Discuss what homes provide in addition to our basic needs, i.e., comforts by using information from the dictionary and other resources. These things should be recorded on a flip chart for later use.
 - The students should share what "home" means to them.

Optional activities:

1. Ask students to keep a log for 24 hours of all the activities they do. Have them note which ones take place where they live (house, apartment, etc.).
2. Ask students to draw or write about their favorite things to do where they live.
3. Take a walk around the school neighborhood and observe different kinds of housing (houses, apartments, condominiums, care facilities, etc.). Discuss similarities and differences.
4. Ask students to draw pictures or make models of different types of homes, i.e., apartment, trailer, condominiums, ranch, split-level, frame, brick, etc.
5. Ask students to draw pictures or make models of homes used by Native Americans and pioneers, depicting how each met basic needs and/or comforts (log house, tepee, pueblo, wigwam, sod, log cabin, etc.).
6. Ask students to make a collage of different types of homes. Depending on grade level, this activity might be done individually or in cooperative groups.

Lesson 3

Objective: The students will be able to identify how basic needs and comforts are met in a variety of homes around the world.

Classroom Procedure:

1. The teacher will show pictures of a variety of homes from other parts of the world.
 - The students will identify how basic needs and comforts might be met in each home.
2. The teacher will ask leading, grade-appropriate questions to help the students identify how the environment affects the types of homes developed in different parts of the world.
 - The students should identify such factors as: 1) climate, 2) kinds of building materials available, and 3) dangers that might threaten inhabitants of the region.
3. The teacher will ask the students to compare and contrast these homes with their own.
 - The students will share what they might like or dislike about living in one of these homes instead of their own.

Optional Activities:

1. Ask students to make a collage of different types of homes around the world.
2. Ask students to draw pictures or make models of different types of homes around the world, depicting how each meets basic needs and/or comforts.
3. Ask students to research different types of homes from around the world, i.e., castle, igloo, tents, mud huts, etc., and write brief reports.

Lesson 4

Objective: The students will acquire an understanding of homelessness.

Classroom Procedure:

1. The teacher will show a variety of pictures of homeless from magazines and newspapers without mentioning that they are homeless. The students will describe the people they see in the pictures.
2. Through leading questions, the teacher will help the students determine that these people are all homeless, i.e., that they have no permanent residence where they can live safely, healthfully, and legally day and night and in which they can meet their social needs and their basic needs for privacy. The students will understand that the homeless cannot be stereotyped. Anyone can become homeless any place in the world. The situation can be temporary or long term.
3. The teacher will initiate a discussion of why some people have no homes. With older students, newspaper and magazine articles may be used to help students understand basic causes of homelessness. Refer to the flip chart from lesson #1.

Students in this age group should understand that people become homeless for such reasons as: 1) unemployment or low wages, 2) the long term effects of drugs and/or alcohol, 3) lack of education to acquire jobs, 4) jobs are not readily available, 5) lack of housing for all populations, 6) children running away, 7) discrimination due to age, sex, race, etc., 8) personal catastrophe such as fire, flood, tornado, illness and/or death of a family member.

Optional Activities:

1. Invite a knowledgeable speaker to come to the class. Help the students prepare some questions in advance.
2. Ask students to research homelessness in other parts of the world, comparing it to homelessness in the United States.
3. Have students construct their own bulletin board about homelessness.
4. Ask students to use what they have learned to educate others about homelessness. They might make posters, a library display, or write an article for the school newspaper.
5. Help students find out if there are any homeless in your immediate class, school, town area. (Resources: churches, Human Services, Salvation Army, etc.)

Lesson 5

Objective: The students will understand how homelessness affects the homeless themselves, as well as its effects on all of society.

Classroom Procedure:

1. The teacher will ask the students to name normal activities that they do in their houses on a regular basis, i.e., baths, meals, homework, watch t.v., etc.
2. The students will discuss how they might or might not do these activities if they were homeless. Refer to the flip chart in Lesson #2.
3. The teacher will ask leading, grade-appropriate questions to help students determine different problems a homeless child might have. (Homeless children within a class should not be identified by the teacher as "experts" for answers to questions. Allow students to volunteer answers.)
 - The students should brainstorm their ideas and list them on the board, a flip chart, etc. These might include: 1) changing schools frequently, 2) low grades, 3) no school supplies, 4) no real friends, 5) poor hygiene, 6) illness, 7) lack of food, 8) lack of sleep, 9) no phone, 10) no car, 11) poor family relationships, 12) negative feelings.
4. The teacher will ask students if and/or how the homeless problem affects them. Discuss their answers.
 - Students this age should understand that this problem will not go away unless everyone, i.e., individuals, churches, government, and special organizations such as Scouts, Salvation Army, etc., works together.

Optional Activities:

1. If there is a shelter nearby, consider visiting the shelter to volunteer to help in some way. (Note: Keep in mind that the homeless are not curiosities just to be looked at on a field trip. If the homeless are visited, students should get involved in actually helping in some way.)
2. Ask students to imagine what it would be like to live in a shelter with many other people. Have them draw or write what their life might be like.
3. Invite someone who has been homeless to visit the class and share their feelings and experiences.

Lesson 6

Objective: The students will gain an awareness of how the homeless can be helped.

Classroom Procedure:

1. The teacher will ask the question, "What could be done to help the homeless?"
 - The students will brainstorm ways they think these people could be helped. This activity might be done in cooperative groups.
2. Discuss reasons why people help others.
 - Student responses might include: 1) because it's their job, 2) because it makes them feel good to help others, or 3) because they feel sad when others suffer.

Optional Activities:

1. Invite a social services worker to the class to share about careers in this field.
2. Have students write letters about homelessness, individually or as a group, to elected representatives at the city, state, and national levels.
3. Plan and carry out a service project that will benefit the homeless. These might include a food or clothing drive, volunteering at a shelter, or putting together school kits (items that children can use to read, write, study, do math, etc.).
4. Invite local homeless to the school for a meal and special activities.
5. "Adopt" a homeless family, i.e., provide necessities like socks, underwear, caps, mittens, toothbrushes, food, etc.
6. Have the children find articles about homeless people, and underline any mention of people helping.

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For additional related references, see "Homelessness: A Bibliography," by Dr. Betty Jo Buckingham & Dr. Raymond Morley, in the Appendices.

The following unit was developed by Ms. Susan Happel to demonstrate how existing books can be utilized in ongoing reading and language arts programs to address homelessness.

LANGUAGE UNIT ON HOMELESSNESS

THE FAMILY UNDER THE BRIDGE

by Natalie Carlson Savage

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INTRODUCTION

This story represents an example of how a book of fiction might be used to help students understand the problems of homelessness from the story of how people might think and act under conditions which test their understanding of various human qualities and psychological responses to situations.

SYNOPSIS

This is a heartwarming, thought-provoking story that begins when Armand, a Paris hobo, finds that the Calcet family has moved into "his" space under one of the many bridges that cross the Seine River. The children endear themselves to him, and he finds himself looking after them and helping them to survive on the streets until they can find a real home again.

THEMES

The Family Under the Bridge can be used in a theme study of homelessness, family, friendship, or Paris, France.

PREREADING

Show students the cover of the book. Have them predict what the book will be about.

Using a world map, have students locate Paris, France. Discuss the location in relation to where they live.

CHAPTER BY CHAPTER

Chapter One: Vocabulary

hidey-hole	gratitude	generosity
wheedled	monsieur	abide
cathedral	dignity	gargoyles

starlings	quay	flying buttresses
mockingly	urchins	loitering
roguish	trundled	droll

1. During what season of the year does the story take place?
2. What kind of a mood is Armand in?
3. Predict why Armand has a "tickly feeling that something new and exciting was going to happen to him today."
4. Why do you think Armand took the dead branches from the flower stall?
5. Why does Armand's gypsy friend, Mireli, think he is afraid of children?
6. Compare Father Christmas in France to Santa Claus in the United States.
7. Describe Armand's meal.
8. Why did Armand compare the children to starlings? (He thought both were pests.)

Chapter 2: Vocabulary

charity	fledglings	morsel	indignantly	meandered
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1. Why is Armand insulted to be called a tramp?
2. Describe the children - (Character charts).
3. Compare the Calcets' homeless situation to Armand's.
4. What kind of a room did Suzy make for Armand?
5. What might be some reasons that Armand did not want to be a grandfather?
6. How did vendors in the market place help take care of the tramps in the "old" days?
7. Why might Madame Calcet have reacted to Armand the way she did?
8. Why did the children want Armand to stay?
9. Why couldn't the children go to school? Do you think that this could happen today?
10. Why did the Calcets think that Father Christmas wasn't going to bring them anything?
11. Where did Armand take the children when their mother went to work?

Chapter 3: Vocabulary

lagged	dreary	vendors
coax	imploring	merchandise
brazier	tantalizing	haughtily
reverently	immaculate	mezzanine

1. Why did Armand call the pigeons beggars?
2. Describe the Christmas log cake (page 23) in words or drawings.
3. Why do you think Armand told the children that the cake tasted like medicine and that the chestnuts were wormy?
4. What did Paul confess when Father Christmas asked if they had been good children this year? Do you ever feel the same way? ("Sometimes we get mixed up about what's good and what isn't.")
5. What did the children ask Father Christmas for? What was his answer?
6. How did the children's mood change from the time they entered the store until they left?

Chapter 4: Vocabulary

forlorn	pavilion	sedately
gaudy	beret	quartet
francs	alms	laments

1. How did Armand and the children earn money for food?
2. How is the way Armand and the children ate pancakes different from the way you eat pancakes?
3. Why do you think Armand told the children not to tell their mother about their day?
4. Why do you think Madame Calcet reacted the way she did?

Chapter 5: Vocabulary

outlandish	goggling	mosaic	immense
teeming	ferociously	plodded	sodden
jeered	fretting	assert	wretches
rakish	dilapidated	gaudy	pantaloon

1. What gift did the fisherman give Armand? What lesson did Armand think this instance illustrated and why? (Never give up hope.)
2. Why do you think Armand went back to his place that the Calcets had taken over?
3. Why were the children upset when he got there?
4. Describe the Halles in words or drawings.
5. How did the Court of Miracles get its name?
6. Where did Armand take the children to stay? Why do you think he chose this place?
7. Why did the gypsy children think the Calcets' clothes looked sad?
8. Why were the Calcet children so excited about the gypsies' house?
9. Predict what Madame Calcet's reaction is going to be to this new development.

Chapter 6: Vocabulary

hastened nestlings plead request

1. Was your prediction about Madame Calcet's reaction correct?
2. What reputation did the gypsies have? Do you think they deserved such a reputation?
3. What valuable lesson did the Calcets' learn from the gypsies? (love, sharing, friendship.)
4. What did one circle inside another mean in gypsies' writing? How did the meaning change when an upright line crossed within two short bars was added?
5. Do you think that the Calcets will get a house for Christmas? Why or why not?

Chapter 7: Vocabulary

pilgrimage	tempted	shrine	crypt
wistfully	distinguished	insult	pedestrians
illuminated	fragile	enviously	indigestion
chilblains	gnawing	quivering	partied
solemn	plight	blundered	chagrin

1. How did Armand try to take the children's minds off the house?
2. Describe the Christmas party that Armand and the Calcets attended.
3. Armand finally realizes why the Calcets have "stolen his heart." Why? (Because he is needed.)
4. Where did the gypsies' Christmas tree come from? How do you feel about how they got their tree? What other suggestions might you offer them?
5. Why did Tinka say that the gypsies liked to give gifts? (One of the Wise Men who brought gifts to the Christ Child was a gypsy.)
6. Why do you think Madame Calcet gave Armand the bar of soap? What was his response?
7. Why do you think Armand gave his Christmas gift to the gypsies?

Chapter 8: Vocabulary

unkempt	tragedy	vagabond	bewildered
wrathfully	traipsing	gaped	retorted
wailed	budge	indignantly	

1. Why was Suzy concerned about Paul?
2. Why did the gypsies think the policeman came to their camp? What did this cause them to do?
3. Why did the policeman really come to the camp? Why do you think he might not have wanted to tell the gypsies the reason for his visit? Do you agree with his decision?
4. How did the gypsies' move affect Armand and the Calcets.
5. Where did Paul go when he disappeared? Why?
6. Why do you think Armand was scared by his own brave words, "I'm going to get a steady job."

Chapter 9: Vocabulary

persisted	respectable	admiration	dignity
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1. What was Armand's plan?
2. How did Madame Calcet react to the plan?
3. How did the Calcets help Armand prepare to go job hunting?

4. What job qualifications did Monsieur Brunot ask for?
5. What do you think Armand meant when he said, "It isn't the walls and furniture that make a home."?
6. Why do you think that the author might have chosen New Year's Day for Armand and the Calcets to move into their new home? (new beginning)

ACROSS THE CURRICULUM

Social Studies

1. Set up a display of other books about France or homelessness.
2. Obtain travel brochures from a travel agency for display.
3. Using the travel brochures, have the students plan a travel itinerary for a trip to France.
4. Have students research French recipes and prepare some for the class.
5. Make salt dough relief maps of France.
6. Draw and label political maps of France.
7. Have students research some of the attractions of Paris that were mentioned in the story, such as the Louvre, Halles, Court of Miracles, Notre Dame, Rue de Corse, Place Maubert, and Rue de Rivoli. Share their research with written or oral reports or drawings.
8. Discuss the basic needs of all humans and how these needs were met in the story.
9. Research gypsies and share what was learned with the class through written or oral reports, a mural, or diorama.
10. Research facts about France, including statistics about population, employment, area, information about important cities, rivers, mountains, and other geographical features.

Math

1. Discuss some of the controversial issues that were raised in the story. Develop a questionnaire and graph the students' responses.
2. Research the French franc in the business section of the newspaper. After finding out how it compares with the dollar, have students write math word problems incorporating their knowledge.
3. Research the difference in time zones between France and where you live. Have the students write math word problems incorporating this knowledge.

Art

1. Have the students illustrate any of the vivid descriptions from the story (the Halles, the gypsy camp, the department store before Christmas).
2. Have students make large murals depicting scenes of Paris.
3. Since Paris is one of the fashion centers of the world, some students may want to research this business and design clothes for paper dolls.
4. Have students pretend they are suddenly homeless and have them design and/or construct a "home" for themselves.
5. Have the students design a book jacket for the book. Include the author, title, and a colorful illustration on the front cover. Write a brief summary of the book on the back cover.
6. Make puppets and perform favorite scenes from the story for younger students.
7. Share information and pictures of famous French artists and their works.

Language

1. Learn to count to ten and/or some simple French phrases. If you have a French teacher in your school, you may be able to do some cooperative lessons utilizing older students.
2. Have students write new adventures for Armand and the Calcets.
3. Have students research the issue of homelessness. They may collect articles or write letters for information.
4. Have students complete character charts for the main characters in the story.
5. Make a class story map.
6. Write poems about people, places, or situations in the story.
7. Act out scenes from the story.
8. Discuss metaphors and list those used in the story (children-starlings).
9. Develop a sequencing activity based on the story.
10. Make an illustrated alphabet book using words from the story.
11. Develop a "cause and effect" activity based on the story.
12. Have students pretend they are newspaper reporters and interview story characters. They may want to do a series of interviews with Armand or the Calcets at different points in the story. This would also be a good cooperative project and offer opportunities for role playing.

13. Have the students write editorials on homelessness.
14. Rewrite scenes from the story from Jo Jo's point of view (the dog).
15. Make a crossword or word search puzzle using vocabulary from the story.
16. Make Big Books to retell the story for younger students.
17. Make a Venn diagram comparing two characters from the story or compare them with your own Venn diagram.
18. Construct a game board based on the story, and develop a game based on vocabulary, Paris, France, etc. This may be a cooperative activity that groups could share with the rest of the class.
19. Have students keep a daily journal to record their reactions throughout the reading of the book.
20. Have the students choose one of the characters to track throughout the story and keep a diary from that person's point of view.

Science

1. Review the basics of good nutrition, i.e. key nutrients and four food groups. List foods from the story and determine how nutritiously the characters ate. Plan a day's balanced menu for them according to what might have been available.
2. Make a chart of the average outdoor temperatures at different times of the year in different locations: Paris, Des Moines, Miami, Rio de Janeiro, New York. List the kinds of clothing that would have to be worn by someone living on the street in each of those locations.

Music

1. Listen to traditional French music.
2. Teach the students a French folk song.
3. Teach the students traditional French folk dance.
4. Study the French Vagabonds and wandering minstrels. How did they live? Were they homeless? How did they differ from today's homeless.

**Lessons for
Middle School
Grades 6, 7 and 8**

Curriculum Outline for Middle School/Objectives

- I. Students will become aware of homelessness.
- II. Students will become aware of the different categories of homelessness.
- III. Students will become involved with assisting homeless persons.

Teacher Background Notes

1. Homeless individuals are those who lack a fixed, regular, and adequate night-time residence. They include individuals living on the street, in make-shift shelters such as cars and tents, in public and private shelters, in transitional housing projects, and doubling up with family and friends for temporary periods of time.
2. The homeless population in Iowa and the United States is large and growing. Of that population, current surveys estimate that up to 16,000 are homeless in Iowa and approximately 53 percent are school-age children. National estimates indicate that potentially over 3 million persons could be homeless in the United States, and up to 30 percent of these could be children.
3. Local agencies in Iowa who work with the homeless on a daily basis estimate that the number of homeless individuals in the state is underestimated and the magnitude of the homeless population is greater than projected.
4. Local agencies who work with the homeless identify the lack of affordable housing as the greatest single need in Iowa. All emergency and transitional shelters for individuals in need of housing have typically been filled to capacity.
5. Statewide public awareness of homelessness and efforts to address the needs of homeless persons is low and our level of concern appears low. Some areas/towns reflect high levels of concern.
6. The costs of meeting the needs of the homeless in Iowa are currently uncalculated, but projected to be beyond the current fiscal capacity of city governments and the resources of public and private providers.
7. Local agencies working with the homeless in Iowa cities have identified a critical need for renovation of buildings and rehabilitation of existing shelters to provide for the essential needs of homeless individuals. Employment, mental and physical treatment, substance abuse treatment, education and nourishment are paramount needs in addition to housing.
8. Some homeless families are plagued by abusive relationships which may include chronic substance abuse, mental illness, low self-esteem, sexual abuse and family violence. Women and children are commonly abandoned by husbands/fathers, leaving them without the resources to maintain a home.
9. Some of the "new" homeless either lack skills to enter the job market or are left behind by a job market in transition which is unable to use their limited skills.

10. Many of our homeless children and adults are not lazy nor do they lack the ability or energy to be productive. They simply lack opportunities and resources and can benefit by being given some assistance by those who have resources (jobs, education, money, clothing, transportation, food, etc.). Some homeless are employed, but cannot earn enough to afford housing and other essentials to live independently.
11. Iowa has twenty to thirty thousand "near-homeless" persons (those who without entitlements, e.g. fuel, rent assistance, etc., would be homeless). Nearly half of the "near-homeless" are children.
12. The Iowa Coalition for Housing and the Homeless at 921 Pleasant Street, Suite 111, Des Moines, IA 50309-2698, is committed to the elimination of homelessness and seeks individuals and local organizations to become involved.
13. Iowa has an interagency task force and a plan to eliminate homelessness. A list of the existing membership appears in the appendices of this publication for reference and utilization.
14. Resources for learning more about homelessness that can be utilized in classrooms appear throughout this publication.

Lesson 1

Activity: Stereotyping or Judging

Objectives: Students will become aware of different categories of homelessness

Classroom Procedure:

The Teacher Will Wrap Three Different Boxes --

Wrap one in fancy paper and add bow
Wrap one in plain brown paper
Wrap one in newspaper

In the first box, put something like a paper clip, into the second box put a dime, and in the last box put something valuable. Do not let the students see the boxes until you show them one by one.

Hold the first box up and ask the following questions:

1. Would you like to know what's inside of it? (Shake it to show that it does contain something.)
2. Do you think it is something worthwhile? (Take a count and write on the board: very valuable, some value, no value.)

Do this with each box, showing the newspaper box last.

Now open boxes to show their contents and compare with their ideas.

1. Can you tell what is inside a box by its appearance?
2. Are people like boxes with different wrappings?
3. Is it a good idea to "jump to conclusions" or stereotype people?
4. Have you ever jumped to the wrong conclusion about something? Discuss.
5. Have you ever been judged unjustly because someone jumped to conclusions?

From this discussion lead the students into discussing preconceived notions that people have about the homeless.

Read handout: "Homelessness in Iowa and Elsewhere."

Proceed with discussion.

Student Handout

Homelessness in Iowa and Elsewhere

Homelessness

Many people are homeless today. In the 1980s the rate of homelessness increased tremendously. People of the 1990s need to be aware of the causes of homelessness and how a community can help the homeless.

What is homelessness?

Many people consider only those who sleep on the streets or in shelters or who sleep in areas not intended to be homes are homeless. Others feel that those families who have moved in with friends or relatives so that they may have temporary shelter should be considered homeless as well. Others feel that families in transitional housing should be considered homeless. The homeless categories and definitions developed for the 1992 Iowa study (Wright, 1992, page 3) are listed below:

- A. **On the Street:** living on the street, without even nominal housing.
- B. **Quasi-homeless:** living in make-shift shelter such as cars, tents, abandoned buildings, etc.
- C. **Shelters:** living in temporary residence facility for individuals or families: (e.g., youth-runaway, family, or abuse shelters, or other shelter facility).
- D. **Transitional housing:** living in temporary low cost housing waiting for permanent & independent living.
- E. **Doubling-up:** Children and immediate family have moved in with other relatives or friends; without such arrangement they would be without home or shelter.

How many homeless people are there?

It is impossible to gather accurate data because it is hard to count those who avoid shelters, sleep in sewers, subways, bus and train stations. Also, it is hard to find all of those who sleep in abandoned buildings, or are living outdoors in both urban and rural areas. It is estimated, however, that in the U.S. the range is from 250,000 to three million people.

Why are there so many homeless?

There is no single reason for the increase in homelessness. At any shelter each individual's or family's story illustrates a different cause. It is well documented that poverty and lack of affordable housing are major factors in the rise of homelessness. It has also been stated that a low-income family, or the family with limited welfare benefits have problems meeting utilities and that often drives them to homelessness. During the 80's, families were affected by the following:

1. rapid increase in households below the poverty level
2. several recessions and federal cuts in eligibility for welfare and disability benefits recipients
3. a national shortage of affordable rental units for low-income people
4. more than 80 percent reduction in federal support for low-income housing
5. the number of poor households became much greater than the number of low-income housing units
6. increasing numbers of working poor, where wages of the employed family member are not adequate to bring the family above the poverty level
7. increasing numbers of single mothers who need job training and affordable child care
8. disasters such as fire, tornadoes, earthquakes, fires, etc.

This is not a complete list, but it gives one an idea of why homelessness is on the rise.

Lesson 2

Activity: Stereotyping or Judging

Objectives: Students will become aware of homelessness

Classroom Procedure: Provide Student Handout and Utilize Discussion Questions

Student Handout

A Capsule View of the Homeless

When many people hear the word "homeless" they stereotype individuals as alcoholics, bag ladies, and drug addicts. Many feel that the homeless don't want to work. In reality, America's new homeless are people of all ages, races, and religions. Some are people who lost their homes as a result of floods, fires, and other natural disasters. These individuals may not be able to afford another house. Other homeless are the elderly whose houses or apartments were torn down and replaced by expensive high-rise apartments. The homeless are children and teenagers who are running away from unfit homes or who have been kicked out of the house. It's been estimated that annually as many as one million minors either run away or are locked out of the house. Many people have lost their jobs because of layoffs or the company may have gone bankrupt. These people may take part-time employment, accept lower paying jobs, or they may have been unable to find work. Gradually they may lose everything.

The homeless are everywhere. No state can claim that there aren't homeless people living there. Everyone has a different story as to how they became homeless.

Mary is 20. She had a job in Minneapolis as a secretary, but was laid off. For almost two years she tried to find work. In the meantime she lost her apartment, and sold her furniture. She lived on yogurt and water for a month. One night she even slipped into a hospital, and without anyone seeing her she slipped into an empty bed. Eventually, a nurse found her and sent her to a shelter.

Mike is a 56 year old X-ray technician. He lives in California. He lost his job and decided to move back to his hometown. He still found no job so he joined other homeless people living under a freeway. He ate by standing in a breadline

at the Salvation Army. The first year that he was there the lines were short. After a year the line extended for two blocks and sometimes more than that.

Lashanda Daniels is a seventh-grader who lives in Boston. She won a city-wide essay contest on the theme of the homeless. Lashanda didn't have to do research for her essay because she and her family had lived for five months in a shelter.

"Being homeless is not having your own home," Lashanda wrote, "but to those that are homeless it is more than that. It is a situation that is caused by some unknown circumstance that renders them helpless and causes a feeling of insecurity. Being homeless makes finding yourself and deciding what you want to be in life a major problem."

Lashanda and her family moved to Detroit in search of a better life. Her mother spent all of her savings to move, but when they got to Detroit they found the drug and gang situation was worse than it was in Boston. They moved back to Boston without money, they learned that they were not eligible for housing assistance. So they moved to a shelter.

In her essay, Lashanda talked about how it felt to be homeless. "First you hate yourself for having to be in this predicament." She said, "Then that feeling of hate spreads towards those around you. You find yourself being jealous of those who have a home and you feel as if everyone looks down on you."

Lashanda said, "I wanted to tell people it's not an easy feeling being homeless. I want to tell people to bear with the homeless. Don't put them down. It might not be their fault. It can feel very hopeless."

There have always been homeless people, but during the last ten years their numbers have increased dramatically. You can see them in the city, the suburbs, and the country. Because there are so many homeless this has become a big problem for our country and for the world.

Discussion questions:

1. Are the homeless lazy and unproductive?
2. Can anyone become homeless? Under what conditions?
3. Are children and teenagers part of our homeless population? Under what conditions?
4. Is homelessness an urban problem? A U. S. problem? A world problem?
5. If the homeless really want help can they get it? What barriers exist? What happens when they can't get help?

Lesson 3

Activity: Emotions, Situations, and Helping the Homeless

Objectives: Students will become aware of homelessness

Classroom Procedure

If possible you may want to get a recording of "Another Day in Paradise" by Phil Collins (see student handout on next page for this lesson).

Most people have one or more favorite songs. Many times it's the beat, melody or the instrumentation that draws a person to like the song. But, just as often, it is the lyrics that give us an attachment to the song. It may remind us of something or someone in our life. When this happens, we personalize a song. Many of us can remember saying one time or another, "That's my song."

If we examine the lyrics closely we can see that there is more to the song than the beat or melody. We may find that we like something, or someone more than we had realized. Also, by examining the lyrics, we can learn how lyricists express themselves.

All songs have some sort of theme. You may want to discuss some of the songs your students are familiar with. Ask them to define the theme or meaning of the song. If you have the record or tape with the song, bring it in and play it. How many of you are familiar with the song "You Are the Wind Beneath My Wings"? We know this could be classified a love song, but the theme is dependency. Who can explain how this song expresses dependency? After a discussion of the song you may want to move on to other possibilities.

TITLE	RECORDED BY (or writer)	THEME	YEAR
Old Folks at Home	Stephen Foster	Homesick	1851
April Showers	Al Jolson	Be optimistic	1922
Old Man River	Jules Bledsoe	Difficulty of life	1927
Over the Rainbow	Judy Garland	Wishing for better times	1939
Blowing in the Wind	Peter, Paul & Mary	Life, anti-war	1963
Eleanor Rigby	The Beatles	Loneliness	1966
Kicks	Paul Revere		
	&the Raiders	Anti-drugs	1966
Luka	Suzanne Vega	Child abuse	1987

After a brief discussion of the various songs, give students the words of "Another Day in Paradise" (student handout - next page). Students may dissect the song by answering questions on their own or it may be a class discussion.

1. Does the song tell a story or describe a situation?
2. What is she looking for?
3. Why does he pretend not to hear her? Why whistle?
4. Why would he ignore her when he sees she has been crying?
5. Why would she have been "moved on from every place?"
6. In the chorus why do they repeat "just think about it" two times?
7. Why use the word "paradise" in the title? What do you think the title of the song means?
8. If you have the recording, you may want to ask the students to describe how the music is used to reinforce or underline parts of the message.

Students may know of other songs that deal with issues related to homelessness. Encourage them to bring them in and discuss what the lyricists had to say about the subject.

Student Handout

Another Day in Paradise

She calls out to the man on the street,
"Sir can you help me?"
It's cold and I've nowhere to sleep.
Is there somewhere you can tell me?

Verse 2

He walks on, doesn't look back,
He pretends he cannot hear her
Starts to whistle as he crosses the street,
Seems embarrassed to be there.

Chorus:

Oh think twice 'cause it's another day for you and me in
Paradise
Oh think twice 'cause it's just another day for you and me in
Paradise
Just think about it
Just think about it
Oh Lord, is there nothing anybody can do
Oh Lord, there must be something you can say.

Verse 3

She calls out to the man on the street,
He can see she's been crying,
She's got blisters on the soles of her feet,
She can't walk, but she's trying.

Verse 4

You can tell from the lines on her face
You can see that she's been there.
Probably been moved on from every place,
'Cause she didn't fit in there.

Lesson 4

Activity: Identify problems related to homelessness

Classroom Procedure: The teacher can begin class by saying, "When I say 'start' you will have only five minutes to list your ideas of the problems a homeless adult or child might have living in a shelter."

1. After the students make their list have them get into small groups (4) and share their ideas.
2. Have students read "Frustration takes a Toll on Family" handout (next page) and the testimony of Yvette Diaz handout. As students read individually they should add to their list.
3. Place students in the same small groups once again to add more comments about the topic previously discussed. Students should be encouraged to point out new information directly from the readings assigned.
4. Conclude by listing students' ideas concerning each point on an overlay or blackboard; again have students support ideas by referring directly to the reading when possible.
5. Students could be encouraged to do further investigation.
6. At this point a teacher may want to invite a worker from a shelter.

Student Handout

Frustration Takes Toll on Family

by Valene Smith

Barbara and her two school-aged daughters have been at the Our House shelter in Little Rock since the end of January, when the North Little Rock relative they moved from Texas to live with threw them out.

Julie, 12, said her schoolmates and teachers at Central Junior High in North Little Rock don't know she's homeless—and she's not planning to tell them.

Jody, 10, said only her best friends at Rockefeller Elementary in Little Rock can be trusted with the information—and then only if they ask.

(The names of the mother and her daughters have been changed in this article to protect their privacy.)

"This is not the greatest situation, but it's a heckuva lot better than what we had in Texas," Barbara said in an afternoon interview last week in the dining hall of the shelter at 822 Louisiana St.

Her daughters, one just home from school and the other suffering from the flu, appeared joyless and unconvinced. They have changed schools five and six times, respectively, since kindergarten. And they said the schools they attended in Texas were more challenging.

The shelter will be their home for at least two more months, until Barbara can complete a training course and find a job.

The children are trying to get an education despite the following handicaps:

- Limited access to the public library, just a block away. Barbara was denied a library card because she doesn't have a permanent address. Julie learned she can't use the library after school and evenings because of a 5:30 p.m. curfew at the shelter. And shelter residents are forbidden to go to the library anyway, because of complaints by library workers about transients.
- Studying or concentrating on homework at the shelter is difficult because it must be done in the dining hall amid all the other men, women and children who stay there. About 35 people were at the shelter last week. Julie said this group includes people who smoke, watch television and "the Bible lady" who tells her she's evil.
- Transportation to and from school is time-consuming and frightening. Julie takes a Central Arkansas Transit bus to Central Junior High in North Little Rock. Jody catches a 7:00 a.m. school bus at Eighth and Scott Streets, in front of the Stewpot soup line, two blocks away. Both girls said they have been harassed by men at or near the bus stops.

- Participation in school clubs, plays, and other after-school activities is virtually impossible because shelter rules prevent the girls from leaving at night.

According to state officials, Our House is one of the best homeless shelters in the state—clean, safe, well-managed, and with services aimed at getting the disadvantaged back on their feet.

Executive Director Joe Flaherty said a strict set of rules and regulations help keep it that way.

Residents are roused at 6:00 a.m. and turned out to search for work at 8:00 a.m. When allowed to return at 4:30 p.m., they can shower, eat, and relax until lights are turned out at 10:00 p.m.

School-age children must enroll in school as soon as they arrive at the shelter. Parents who refuse to abide by this rule are asked to leave, Flaherty said.

In return for compliance with the rules, residents can stay at the shelter as long as they need to, as long as they are looking for work, or working and saving at least two-thirds of the income, Flaherty said.

Barbara said her marriage failed because her husband was a frequently unemployed alcoholic, who drank away their homes, cars, and life savings. She and her daughters moved to North Little Rock to live with her oldest daughter, whose husband soon realized he couldn't support them, she said. One night, after a "flare-up," they found themselves in the shelter, she said.

"We didn't want to come here. We cried for how many days?" Barbara asked Julie, who didn't respond.

Barbara said enrollment in the new schools has been the easy part because she keeps the girls' medical records and birth certificates in her purse.

But the tension and frustration created and compounded by homelessness have taken their toll on the girls and their grades, Barbara said. A term paper due March 5 hasn't been started, Julie said, because she can't get the newspapers she needs to do it. Jody's pencils and notebooks were stolen and the family had no money to replace them.

"Julie has a lot of bottled-up anger and her attitude of 'I just don't care' is showing up in her schoolwork," Barbara said. "Jody sort of tunes you out and gets this blank look on her face and you know you're not getting through."

Flaherty said shelter rules will not change to accommodate the children, but relief may be forthcoming.

Barbara could be the first person to move into Our House's transitional housing facility, scheduled to open in early May in the old Veterans Administration buildings at 300 E. Roosevelt Road.

Student Handout

Testimony of Yvette Diaz

A special congressional hearing on the plight of homeless children heard this testimony from a child living in the notorious Hotel Martinique in New York City.

My name is Yvette Diaz. I am 12 years old. I live in the Martinique Hotel, Forty-Nine West Thirty-Second Street, New York City. I live in rooms 1107 to 1108. There are two rooms. I live here with my mother, two sisters, nine and seven, and my three year old brother. We have lived in the Martinique Hotel for almost two years now. I am living at the Martinique Hotel because my aunt's house burned down, and we didn't have any place to live.

We were living in my aunt's house in Brooklyn because my father was discharged from the United States Air Force in the State of Washington, and the family came back to New York where we originally came from. We couldn't find an apartment right away, so we stayed with my aunt. Then, the house burned down, and we went to the Martinique Hotel.

Since we are living in New York at the Martinique, I have been going to P.S. 64, which is on East Sixth Street in Manhattan. When I first started school here, I was absent a lot, because the bus that took us to school in the mornings was late a lot of times, and other times I didn't get up on time. We didn't have an alarm clock. Finally, my mother saved up enough to buy one. This year I have not been absent many times because the bus is on time, and we have an alarm clock.

I don't like the hotel, because there is always a lot of trouble there. Many things happen that make me afraid. I don't go down into the street to play, because there is no place to play on the streets. The streets are dangerous, with all kinds of sick people who are on drugs or crazy. My mother is afraid to let me go downstairs. Only this Saturday, my friend, the security guard at the hotel, Mr. Santiago, was killed on my floor. He was shot by another man and killed. The blood is still on the walls and on the floor. Anyway, people are afraid to open the door to even look out. There are a lot of people on drugs in the hotel. Sometimes you can find needles and other things that drugs come in, all over the hallways.

Our apartment was broken into when we were out. They stole the radio and our telephone alarm clock. We have a TV but they didn't get that, because we hide it in the closet under other things every time we leave the room.

We can't cook in the apartment. My mother sneaked a hot plate in, because we don't have enough money to eat out every night. They, the hotel, warned us

that if we are caught cooking in the rooms, we could be sent to a shelter. I play in the hallways with my friends from other rooms on my floor. Sometimes, even that isn't safe. A boy, about fifteen or sixteen, came over to me and wanted to take me up to the sixteenth floor. I got frightened and ran into my room and told my mother. She went to the police and she was told this same boy was showing his private parts to girls before, and that it was reported to them. If he bothered me again, I was to tell the police.

The five of us live in two rooms at this hotel. There is only one bathroom. We don't have mice or rats like some of the other people who live in the hotel, because we have a cat.

I go to the extended day program at my school, P.S. 64. We go from 3:00 to 6:00 every weekday except Friday. I get help with my homework for 45 minutes every day and then we have computer, arts and crafts, dancing, gym, and game room. I like it and we also get a hot dinner every night before we go home on the bus. I finish all my homework here as the teacher helps me and it is quiet so I can really understand what I am doing.

If I could have anything that I want, I wish that we had our own apartment in a nice, clean building and a place that I could go outside to play in that is safe.

Lesson 5

Activity: Problems related to homelessness and related emotions

Objective: Students will become aware of homelessness

Classroom Procedure: Complete the Basic Resources Inventory below - Have students record and submit responses individually or in small groups.

1. Fact: Over 742 million people in the world are now judged by the UN as hungry or starving.

Do all people in our community have plenty of different kinds of food to eat?

Yes _____ No _____

2. Fact: Over 478 million people in the world (more than all the people in the U.S.) do not have a permanent weatherproof shelter to live in.

Does everyone in our community have a permanent home or shelter to live in?

Yes _____ No _____

3. Fact: Only 1 out of 7250 people (about 10 times the number of students in the average school) in the world has a TV to watch.

Does everyone in our community have a TV to entertain them?

Yes _____ No _____

4. Fact: Over 834 million people in the world have only one set of clothes to wear. Many more have no shoes, no coat, no underwear.

Does everyone in our community have enough different kinds of clothes to wear?

Yes _____ No _____

5. Fact: Over 742 million people in the world die every year because of lack of medical care.

There is a doctor and medicine to help me get well? Yes _____ No _____

6. Fact: Only 1 out of 8055 people in the world (about 12 times the number of students in the average school) has a refrigerator and stove in the home.

Is there a refrigerator and a stove for cooking where I live? Yes _____ No _____

7. Fact: Over 451 million people in the world do not own a radio or stereo set.

Are there several valuable radios or stereo sets available to everyone in our community? Yes____ No____

8. Fact: Only 1 out of 760 children in the world (about the number of ALL the children in the average school) has the chance to learn to read and write and calculate.

Does everyone here have a chance to learn to read, write and learn about numbers? Yes____ No____

9. Fact: Only 1 out of 758 million people in this world has hot and cold running water and an indoor private bathroom in the home.

Does everyone have hot and cold running water and an indoor bathroom in our community? Yes ____ No ____

(For the total group, record the number of yes and no responses on the chalkboard or overhead. Have students submit responses individually or as small groups. Discuss varied results and facts. What conclusions can be drawn?

Lesson 6

Activity: Problems related to homelessness

Objective: Students will become aware of homelessness

Classroom Procedure: Read student handout: "Homelessness is World Wide." Challenge students to pictorally represent homelessness from a world-wide perspective, integrating the following themes: disaster, food, shelter, health, employment. Share pictorial representations with explanations.

Student Handout

Homelessness Is World Wide

Homeless has taken several forms and has been a major social problem throughout history. The fact that millions of people do not have adequate food or shelter is not new nor is it just America's problem.

One major cause of universal homelessness is war. Wars occur for many reasons - racial tension, boundary disputes, social and economic injustice, and religious intolerance. Whatever the reason, innocent people are always caught in the crossfire. Most of them are women, children, and the elderly. People who are driven from their home because of war are called refugees.

Shortly after the Persian Gulf War, it was estimated that there were at least 20,000 refugees. Six months after the war there are many refugees who are still homeless. In one camp along the Iraq-Kuwait border it was reported that there were 1,200 refugees still living there. Many have found shelter in a tattered tent, a wooden shack or a hut crudely built of corrugated tin - anything is used for a shelter.

Meals are largely tomatoes and rice, distributed by the Red Crescent Society, and an occasional chicken or fish. People who are eating these meals once owned their own homes, bought imported cars and lived well.

Another principle cause of world homelessness is natural disasters. Earthquakes, floods, and droughts have the power to reduce communities to rubble or ghost towns, leaving many dead and many more homeless. Bangladesh is a good example of where many people lost everything they owned because of flooding.

There is currently mass starvation and homelessness in the drought-stricken area of Ethiopia. For over a decade the once lush and fertile pasture and

farmlands of Ethiopia have suffered from a severe lack of rain, which has turned the ground to dust. Millions of Ethiopians wander through this desert in search of water, food and shelter.

Homelessness is a complex situation often caused by more than one factor. The nation of Nicaragua is a good example of this. In 1979 a civil war began that left thousands dead and even more homeless. To make matters worse, in 1984 Nicaragua was devastated by an earthquake so severe that the country has yet to recover from the damage.

In recent times a volcano called Mount St. Helens erupted in the Pacific Northwest of the United States. The force of that explosion destroyed homes for miles around, and the lava dust that drifted through the air was so thick it drove people out of their towns. The San Francisco earthquake of October 1989 crumbled bridges, apartment buildings, and private residences, killing some people and leaving many more without shelter. Some were able to build again, but there were those who couldn't replace their home for one reason or another.

There are several countries in which a great many people suffer and are homeless. Some of them are just south of the United States, including Mexico, Guatemala and El Salvador. Cambodia and Vietnam are two countries in Southeast Asia that have tremendous refugee and homeless problems. Recent reports from the United Nations Children's Fund (UNICEF) estimate that tens of millions of people in the world are homeless. Most of them live in refugee camps set up by such organizations as the International Red Cross.

Another cause of national and international homelessness is that of overpopulation. The earth might seem large and unlimited, but the natural resources needed to sustain human life are finite. This problem becomes clear when there are too many people living in one place. Although many countries are overpopulated, the most frequently mentioned example is India. If you were to visit Calcutta, India's capital city, you would see millions of thin, sickly people who sleep in the streets and beg for food.

The Rotary International sponsored a group to visit India as a cultural and business exchange. Jennifer Henry was one of the visitors who spent six weeks in India. She found that Indian professional people do weekly public service duty. Doctors, optometrists and dentists open their offices to the poor one day every week. The poor pay what they can, be it chickens or vegetables. All leftover restaurant food goes to the poor, she said.

Henry noted that rich and poor housing in the same block is common in India. Children often sleep in the gutter in front of shacks. "It's sobering to watch the rats (from open sewers) crawling in and out among the children while they're sleeping," Henry said.

Last, but not least, are the economic factors involved in world homelessness. For instance, some workers in different countries make less than one dollar a day. Also, the economic systems they work under are usually inflationary. Economic inflation means that things get more and more expensive, but people's earning power stays the same. In some countries a half gallon of milk or a dozen eggs might cost a whole week's pay.

Americans have tried to help the world's homeless through various organizations, economic aid, and programs such as the Peace Corps. Still the homeless continue to exist.

Lesson 7

Activity: Homelessness, Empathy, and Compassion

Objective: Students will become aware of homelessness

Classroom Procedure: From the following comments decide which person cares about the homeless and which one may not care about the homeless. If the person does not care about the homeless then put a check in the space provided.

- _____ 1. "They got themselves into this trouble and they can get themselves out."
- _____ 2. "Most homeless people are drunks or drug addicts so helping the homeless is at the bottom of my list."
- _____ 3. "I can't imagine not having a place to sleep. I'll do whatever I can to help."
- _____ 4. "The homeless are just lazy people who don't want to work."
- _____ 5. "I can't pay all of my own bills, so how can I help anyone else."
- _____ 6. "I give any extra money I have, but I don't have much."
- _____ 7. "Here we are the richest country in the world and we can't even care for our own people."
- _____ 8. "Helping the homeless is more important than repairing the streets."

After students have responded to the statements, initiate a discussion of the statements via small groups or large group. Have students identify and share the pros and cons of each position taken by individuals who make the statements.

Provide students with handout, "Homelessness is Worldwide" to read individually (handout is part of Lesson 6).

Lesson 8

Activity: Becoming involved with assisting the homeless

Objective: Students will become involved with assisting homeless persons.

Possible Classroom Activities:

1. Obtain a map of your community. Plot the locations of homeless shelters and soup kitchens or support services on the map.
2. Brainstorm ideas for how you can help the homeless.
3. Make posters that would educate others about the homeless.
4. Keep a time log for 24 hours. Record all of your activities.

Example: 8:00 AM - woke up

8:15 AM - brushed teeth...

Discuss with your class the comforts of home and compare this with the projected life of a homeless person.

5. Donate food to volunteers at a soup kitchen. Ask a shelter staff person what is needed because some items are in greater demand.
6. Donate books (Some for individuals, some for shelter lending library.)
7. Donate school supplies, toys, personal care items: toothbrush, toothpaste, deodorant, soap, shampoo, tissues, etc.

Lesson 9

Activity: Who are the homeless?

Objective: Students will become aware of different categories of homelessness

Classroom Procedure: Have students read the article by Raymond E. Morley on the following two pages. Read the questions below. Write your answers in the spaces provided between the questions.

1. What does "near homeless" mean and how many do we have in Iowa?
2. How many homeless children does Iowa estimate it has? How many adults?
3. What five categories are used to identify homeless persons?
4. What statements can you make regarding the magnitude and distribution of the homeless in Iowa counties?
5. The Urban Institute estimates how many people are homeless?
How many children?
6. Why can't we get an absolute, accurate account of the number of homeless people?
7. Using the table in the article, graph the numbers of homeless by year and category. What differences do you see between 1992 and other years?

Homelessness

By Raymond E. Morley

- What do you think of when you hear the word "homeless"?
- Do you think of a person standing in line at a soup kitchen or sleeping in a cardboard box in some large city like Des Moines?
- Think, instead, of a teenager hanging out in a video arcade all day, roaming the streets at night and sleeping under a bridge.
- Think of teen prostitutes.
- Think of "throw away" children whose parents kick them out of the house.
- Think of the toddler whose family was evicted from its apartment.
- And think of it all as happening just down the block in your hometown.
- The Iowa Department of Education estimates there are approximately 8,000 homeless children in Iowa (out of more than 16,000 total homeless people—children represent about 53 percent). Nationwide, the figure is almost anyone's guess because of the difficulty documenting a mobile population and the fact that there are several distinct groups—children who are with their homeless parents; children who have run away because of family problems; those who have elected to be on their own; and those who have been thrown out of the house for one reason or another.
- A study by the Urban Institute in Washington, D.C., estimates that there are roughly 600,000 homeless people nationwide. That same study estimates that there are at least 34,000 children, most if not all of whom are part of a homeless family.
- The National Center for Missing and Exploited Children, on the other hand, estimates that 1 million children are "voluntarily missing" from their homes each year due to family conflicts, abuse or other reasons.
- The Iowa Department of Education and Drake University, under the Federal Stewart B. McKinney Homeless Assistance Act, recently set about surveying the number of homeless persons in Iowa. (Wright, S. and Wright, R. D., *Homelessness in Iowa—The 1992 Summary*. This survey represents the fourth of such studies.)

The Iowa study indicates that it is hard to establish a true count of the homeless because it changes constantly. People are moving in and out of housing on a daily basis.

The following definitions were used in conducting the Iowa study:

- A. **On the Street:** living on the street, without even nominal housing.
- B. **Quasi-homeless:** living in make-shift shelter such as cars, tents, abandoned buildings, etc.
- C. **Shelters:** living in temporary residence facility for individuals or families: (e.g., youth-runaway, family, or abuse shelters, or other shelter facility).
- D. **Transitional housing:** living in temporary low-cost housing waiting for permanent placement and independent living.
- E. **Doubling-up:** Children and immediate family have moved in with other relatives or friends; without such arrangement they would be without home or shelter.
- F. **Near (Imminently) Homeless:** low or very-low income families or individuals who are: seeking housing assistance and who are in the process of being involuntarily displaced, or; living in substandard housing, or; paying more than 50 percent of family income for rent or home ownership. Without entitlements (e.g., fuel or rent assistance) these families would be homeless.

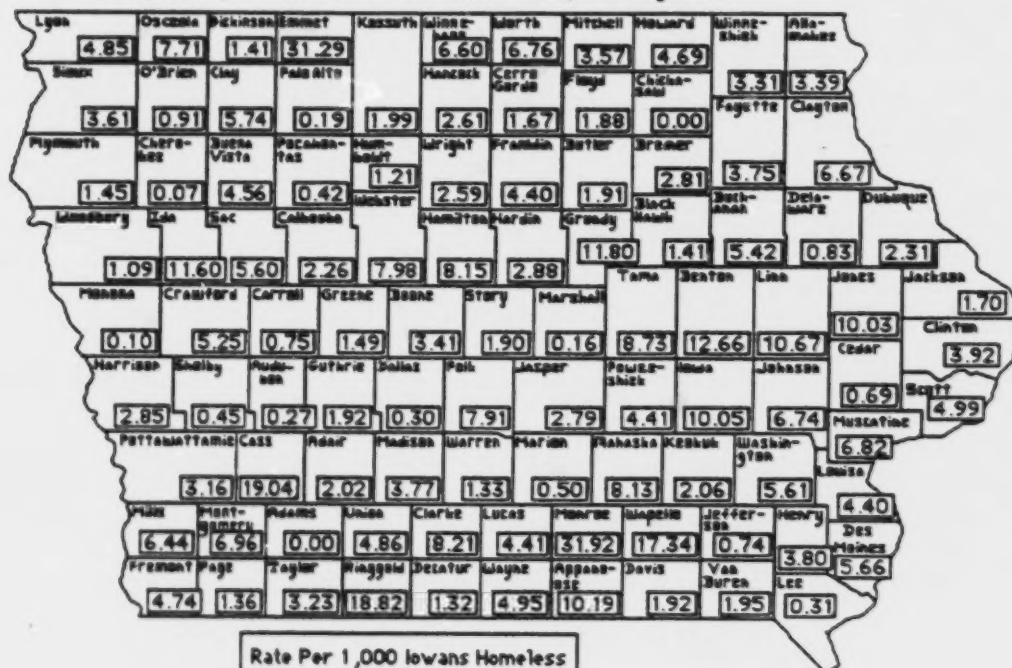
The following table comprises numbers of homeless and near homeless reported in 1988, 1989, 1990, and 1992:

Year	On-Street (Category A)		Quasi-homeless (Category B)		In Shelters (Category C)		Transitional Housing (Category D)	
	Total	Child	Total	Child	Total	Child	Total	Child
1988	413	117	1,998	312	1,876	347		
1989	709	277	1,797	686	2,372	1,048		
1990	655	218	1,255	497	2,693	1,438		
1992	1,089	700	1,161	807	4,367	1,486	2,194	1,534

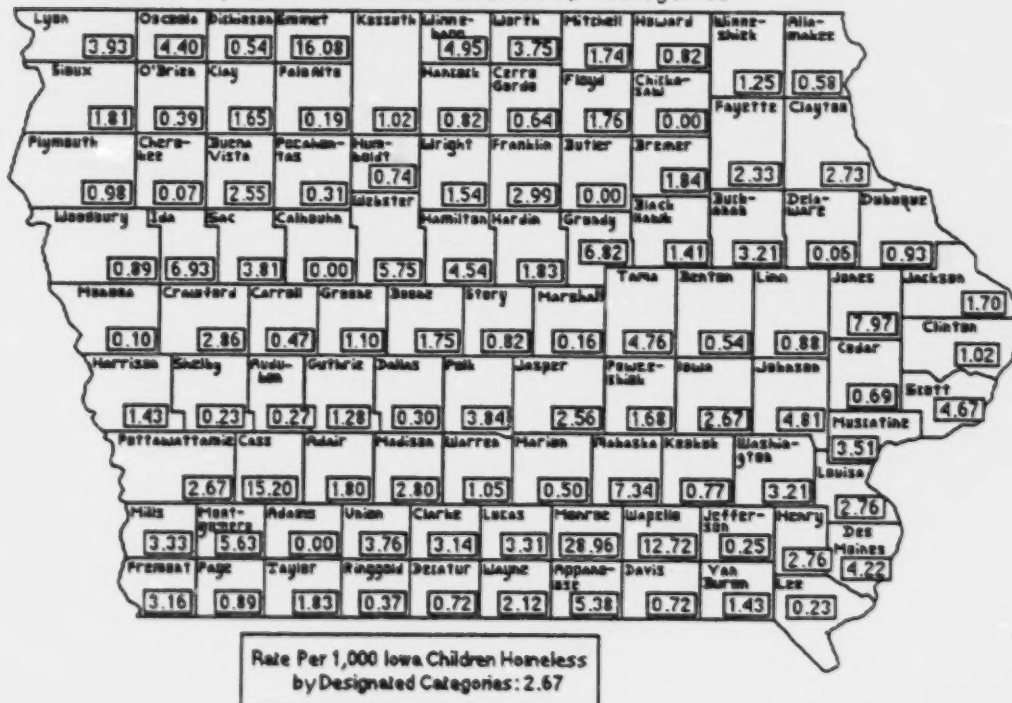
Year	Doubled Up (Category E)		Total Homeless (Sum of Categories A, B, C, D, E)		Near Homeless (Category F)		TOTAL (homeless and near homeless)	
	Total	Child	Total	Child	Total	Child	Total	Child
1988	9,849	3,353	14,136	4,129	37,409		51,545	4,129
1989	10,835	6,394	15,713	8,405	68,348	25,652	84,061	34,057
1990	11,268	5,516	15,871	7,669	41,603	22,046	57,474	29,715
1992	7,300	4,423	16,111	8,950	25,037	12,461	41,148	21,411

The following maps indicate proportions of homeless persons and children in Iowa counties.

Homeless Persons: Rate Per Thousand Iowans in "On the Street", "Quasi Homeless", "In Shelters" and "Doubled Up" Categories



Homeless Children: Rate Per Thousand Iowans in "On the Street", "Quasi Homeless", "In Shelters" and "Doubled Up" Categories



Lesson 10

Activity: Different Trends in Homelessness

Objective: Students will become aware of different categories of homelessness

Classroom Procedure:

1. Have students read the article "Learning from a Life of Hell" (next page).
2. Discuss the article:
 - a. Who was Beverly Curtis? Would you like her better now or the way she was? Why?
 - b. What was the audience's response to her talk? What is your response to her comment, "We bleed just like you do?"
 - c. Why and at what age did she wind up in prison?
 - d. Would you criticize "ear bangers?" Why?
 - e. In what ways did she show she had low self-esteem, that life wasn't worth living?
 - f. Where and when did she begin to change her life?
 - g. Is she well-trained for her work now?
 - h. What was her advice to those who work with the homeless?
 - i. Why do you think Beverly Curtis was selected to speak at the Arkansas Homeless Conference?
3. Utilize small groups or individually develop oral or pictorial representations of overcoming homelessness. Let the students identify how overcoming homelessness might best be represented. The student products should reflect:
 - a. The hidden potential of homeless persons
 - b. The benefit of being helped by others
 - c. The benefits of trial & error—try, try again, or never give up philosophies
4. Have students individually or in small groups develop a histogram of Beverly, representing high and low points in her life. Review histograms, emphasizing highs and lows as an expected phenomena for all students.

Learning from a Life of "Hell"

Oregonian recalls homeless years

By Valerie Smith

Beverly Curtis—train-jumper, wino, ex-con, street person—couldn't make it on foot to the detox center nearly four years ago.

The 63-year-old Portland, Oregon woman had just downed a fifth of port wine and was too drunk to stand up. So she crawled to the center to get straightened out.

Today the empty wine bottle stands on a shelf in her mobile home, a reminder of the alcoholism that kept her on the streets for decades.

Curtis, now 66, who introduces herself as "Ma," was the opening speaker Thursday at the Arkansas Homeless Conference, held in North Little Rock by the Arkansas Interagency Council on the Homeless.

She gave participants a gritty, first-hand look at the life of a homeless person. When she finished speaking, the audience of more than 150 people stood and applauded.

A small, graying woman, wearing turquoise rings and a fashionable sweater that came from the clothing room of a homeless shelter, Curtis looked like a retiree on vacation—which is a point to be remembered about homeless people, she said.

"We're not dirty old drunken animals and lazy," she said. "We bleed just like you do."

Curtis said addiction to alcohol since age 9 led her to the streets. She chose it over school, work, and the law, ending up in prison at age 18 on three counts of grand theft auto.

The day of her release, she took the \$40 "gate money," got drunk, and for the next seven years stayed that way—riding freight trains from one side of the country to the other, eating from trash cans and sleeping where she could.

She got married once to a man she won in a bet in Nevada, then had the marriage annulled two weeks later when the two sobered up.

She tried killing herself by drinking ant poison mixed with coffee, and spent some time in a hospital psychiatric ward.

She was arrested 131 times for drunkenness, 92 times on the same Los Angeles street corner.

"I was what you call a 'high-bottom drunk' cause when I landed in the gutter I landed face down," she said.

Hit streets at 39

In the winter of 1961, when she was 39, Curtis hit the streets of Portland in earnest, living out of a shopping cart for the next 24 years.

"You can believe it's hell out there," she said, describing how she slept in trash bins, panhandled for food—and was spit on, stepped on, cursed and chased by people who couldn't see the human beyond the matted hair and filth.

Now, in her third year of sobriety, Curtis works at Boloney Joe's, the 150-bed Portland shelter that helped her overcome alcoholism, and speaks on problems of the homeless. She lives on \$368 a month that she receives in Supplemental Security Income because she never worked enough to qualify for Social Security.

Curtis offered encouragement to those who work with the homeless.

Don't give up when homeless people turn their backs and return to the street, she said, and give "a hand up, not a hand down," to those ready for help.

Criticizes 'ear-bangers'

She also criticized the "ear-bangers"—homeless shelter workers who force people to listen to fire-and-brimstone sermons before giving them anything to eat.

A major part of the homeless problem is the lack of affordable housing, she said.

Lesson 11

Activity: Stereotyping, Judging, and Identifying Problems Related to Homelessness

Objective: Students will become aware of homelessness

Classroom Procedure: The Teacher Will Introduce the Six Steps for the Implementation of the KWL Strategy. (KWL means "What Do You Know, What Do You Want to Know, What Did You Learn")

"Today we are going to be doing some reading, but before we do let's spend some time preparing to read."

STEP ONE: Distribute KWL "Americans Turning Away the Homeless" handouts. "Would someone please read our topic/heading aloud?" (This can be typed at the top of the handout or it could be placed on an overlay or blackboard. "In the first column would each of you please list what you already know about this topic?" (Circulate around the room to check background knowledge.)

STEP TWO: "In the second column would each of you please make a list of questions concerning what you would like to know about the topic- what are you curious about; what would you like the reading to tell you?"

STEP THREE: "Now as a class let's put our information together and learn from others." (Place grouped KWL overlay up and record information given to you by students.) "For column 1 what do we already know? Would each of you please record the same information I am recording on the overlay?"

STEP FOUR: "Now for column 2 what are a few questions we would like answered? Each of you should record the questions I am placing on the overlay as well." (Place student-oriented question in column 2 first and then add teacher-directed questions which match your objectives.)

STEP FIVE: "Now we are ready to read our assignment keeping these questions in mind. As you discover answers please place them in the third column; also check the first column to see if we have listed any misinformation and correct it."

STEP SIX: "Now let's discuss what we learned and I'll place the answers on our group overlay." (Students could have their own handout in front of them making corrections and adding answers as you proceed.) "Are there any corrections to be made in column one? Let's answer our questions in column two."

AMERICANS TURNING AWAY THE HOMELESS

Mayors' survey finds public tolerance waning

By Bob Dart, Cox News Service

WASHINGTON - As tough times spread through the nation's cities, Americans are becoming increasingly hard-hearted toward the homeless, the U.S. Conference of Mayors warned Wednesday.

In an annual survey covering 30 major cities, the mayors found public tolerance toward the homeless and hungry is waning at a time when recession is reinforcing the ranks of the needy.

"You can't go a block anymore without someone asking for a dollar or some change," said Boston Mayor Raymond Flinn. "But now he is asking somebody who is trying to figure out how they are going to pay the Christmas bills who says to himself, 'Why doesn't this guy go and get a job?'"

The study by the organization of mayors found that requests for emergency shelter are up 24 percent and requests for emergency food have risen 22 percent between 1989 and 1990 in the cities surveyed. Meanwhile, officials in 57 percent of the cities reported a noticeably negative turn in public attitudes toward the homeless.

"A severe anti-homeless backlash has increased dramatically, in the past year...," said an official from Santa Monica, Calif.

"The NIMBY (Not In My Back Yard) attitude is more prevalent," reported an official from Phoenix, another of the surveyed cities. "Donations and contributions are harder to come by."

Nine of the surveyed cities have taken action to limit access of the homeless to public facilities. These range from banning panhandlers from New York City subway stations to breaking up camps for the homeless under hedges in Portland, Ore., to outlawing loitering in Charleston, S.C.

"Many people are becoming less tolerant with the homeless situation, less patient with the people on the streets," said Mayor Sue Myrick of Charlotte, N.C., co-chair with Flynn of the conference's Task Force on Hunger and Homelessness.

While patience is scant, problems are plentiful. Among the survey findings:

- In nearly 90 percent of the cities, soup kitchens and other emergency food institutions turned away hungry people because of a lack of resources.
- In 70 percent of the cities, homeless families were turned away from shelters that were already full.
- Officials in almost all of the cities said the chief cause of homelessness was the lack of affordable housing for low-income people.
- In the surveyed cities, the homeless population consisted of 51 percent single men, 12 percent single women, 34 percent families with children and 3 percent youths alone. On average, just over a fourth were mentally ill, 38 percent were substance abusers and 6 percent had AIDS or HIV-related illnesses.

Officials in almost all the cities predict the problems would worsen as the economy continues to slow down.

The mayors' study has been conducted every year since 1985. This year, the cities surveyed were: Alexandria, Va., Boston, Charleston, Charlotte, Chicago, Cleveland, Denver, Kansas City, Mo., Hartford, Los Angeles, Louisville, Minneapolis, Nashville, New Orleans, New York, Norfolk, Philadelphia, Phoenix, Portland, Providence, St. Paul, Salt Lake City, San Antonio, San Diego, San Francisco, San Juan, Santa Monica, Seattle, Trenton and Washington, D.C.

Lesson 12

Activity: Empathy and Compassion

Objective: The student will become more aware of the emotion of compassion in their daily lives.

Classroom procedure:

The following quote should be on the board.

*I shall pass through this world but once.
If, therefore, there be any kindness I can show,
or any good thing I can do, let me do it now...
for I shall not pass this way again.*

Author: Stephen De Grellet

Give students time to think about what De Grellet was saying. Share together in a small group (4-5 per group) what their feelings are.

As a group, work together to form a definition for the term compassion.

Compassion is... in 25 words or less. Bring the groups back together and have them share their definitions. As the closing activity, work together to come to consensus on a definition for compassion and incidences/examples. Utilize news at local and world levels for generating examples.

Teacher Notes:

The definition for compassion, as stated in the Collegiate Dictionary is:

A feeling of deep sympathy and sorrow for someone struck by misfortune, accompanied by a desire to alleviate the suffering; mercy.

**I shall pass
through this world but once.
If, therefore,
there be any kindness
I can show,
or any good thing
I can do,
let me do it now...
for I shall not pass
this way again.**

Stephen De Grellet

Lessons
for
Grades 9 - 12

Lesson Plans for Use With High School Age Students in Iowa

AWARENESS OF ISSUES FACED BY HOMELESS PEOPLE

Background for instructors: The series of topics and instructional activities that follow are designed to provide high school level students with the knowledge, understanding and feeling of homelessness in Iowa as well as in more urban settings.

Before the series of activities is undertaken, the instructor is encouraged to study the background information for educators to learn what may be essential to the successful completion of the series.

Goal: Students who complete the lessons will demonstrate an understanding of the definitions, issues, and feelings of homelessness, as well as actions they can take to increase understanding, and work to effect change.

Curriculum Outline of the Lessons on pages 60 - 101

- I. What is homelessness? for society? for individuals?
 - A. Definitions and terms
 - B. Scenarios
 - C. Instructional activities
- II. Who are the homeless people?
 - A. Definitions
 - B. Stories
 - C. Instructional activities
- III. Where are the homeless people?
 - A. In the world
 - B. In the United States
 - C. In Iowa
 - D. In your community
- IV. Who is helping people who are homeless?
 - A. In the world
 - B. In the United States
 - C. In Iowa
 - D. In your community
 - E. In your school

- V. When and why do people become homeless?
 - A. Categories of homelessness
 - B. Causes of homelessness. Individuals and families become homeless as a result of:
 - 1. Global or area-wide catastrophic events, such as:
 - a. war
 - b. famine
 - c. natural disasters like floods, hurricanes, volcanic eruptions, tornados
 - 2. State and local catastrophic events, such as:
 - a. factory closings
 - b. apartments that are converted to condominiums or no longer designated as low-income housing
 - c. government assistance is ended or drastically changed
 - 3. Personal catastrophic events, such as:
 - a. emergency or chronic medical care needed that is not covered by insurance or insurance runs out
 - b. mental health needs that are not being treated
 - c. a variety of family separation possibilities
 - d. death of a parent
 - e. being laid off from the main job in the family
- VI. Governments and homeless people
 - A. Governments try to help individuals who need assistance
 - B. Government decisions and "red tape" are sometimes part of the cause of individual homeless situations
 - C. Governments change to offer assistance to homeless people
- VII. Making a difference
 - A. Steps individuals and groups can take to learn more about the issue and the people who are homeless
 - B. Steps schools and other governmental units can take to help prevent homelessness and help those who are homeless

Lesson 1

Activity: Explore Homelessness - What It Means

Classroom Procedure:

Read the poem "The New Colossus" (next page) through several times. Write down any words or phrases that you are not familiar with in the appropriate column. Use a dictionary to look up the unfamiliar words. Write their meanings in the right-hand column. In 25 words or less, tell why you feel this poem is symbolic of our country.

Share in groups of 3-4 students and discuss together. In your group, relate this poem to our country today. Is it still meaningful? What is in it that especially speaks to you?

Unfamiliar Words	Meanings
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Discuss the additional poems on this and the following pages. What do they say about the responsibilities of each of us toward our fellow human beings?

"Measuring Homelessness"

*Numbers cannot count
the pain of hunger,
the dread of tomorrow.
Numbers cannot see
the sleepless nights,
the aching bones.
Charts don't show
a child's tearful embrace,
the parents' weariness.*

*Statistics cannot feel
the longing, the loneliness.
If they could, the numbers
would shoot off the pages.
The charts would reach the
skies and people's hearts
could finally
measure homelessness.*

From: *Homeless! Without Addresses In America* by Cheryl Gorder

The New Colossus

by

Emma Lazarus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome;
Her mild eyes command
The air-bridged harbor that twin cities frame.
'Keep ancient lands, your storied pomp!'
Cries she with silent lips.
'Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!'

(Inscribed on the Statue of Liberty 1903)

*There isn't anyone
who doesn't
appreciate kindness
and
compassion.*

*Each of us
has responsibility
for all
humankind.*

by The Dalai Lama

*The greater gifts cannot
be purchased or packaged or even seen.
They come not from the rational mind
but from the giving heart.*

*I am only one, but still I am one.
I cannot do everything,
but still I can do something;
and because I cannot do everything,
I will not refuse to do the
something I can do.*

by Edward Everett Hale

If You Want To Help The Homeless

1. Volunteer to help in a soup kitchen for a few hours each week or month.
2. Contact a local shelter to see if you can help there.
3. Be an advocate for the homeless by writing letters to your representatives and senators in Congress asking for governmental support.
4. Check with local charities to see if you can help them.
5. Contact your local Department of Human or Social Services for suggestions about what you can do in your area.
6. Find out what you can do to help through your local church or synagogue.
7. See if your school has a program in which you can volunteer.

Remember that one person can make a difference!

Lesson 2

Activity: Identify Who Are the Homeless

Use the following information to create a circle graph depicting the homeless.

1. 5 percent are physically disabled
2. 4 percent are elderly men
3. 4 percent are looking for work
4. 8 percent are working at part-time and low-paying jobs
5. 14 percent are mentally impaired
6. 23 percent are women
7. 22 percent are veterans
8. 15 percent are children
9. 5 percent do not fall in any of the above groups

Statistics Source: James D. Wright, Tulane University - Fall 1989

Use your circle graph to draw some conclusions about the homeless.

Lesson 3

Activity: Identify Where Homeless People Are Located

Read the following article about the homeless. Make a list of facts and opinions from the article. With a partner, compare lists and come up with at least five facts that you did not know before reading the article. What conclusions can you draw from this article? Share together in the large group your findings.

Reading from *The New York Times*, Monday, December 19, 1988, "Belying Popular Stereotypes, Many of Homeless Have Jobs"

By Jeffrey Schmalz

FACTS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

OPINIONS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Belying Popular Stereotypes, Many of Homeless Have Jobs

By Jeffrey Schmalz

Miami, Dec. 18, 1988. It is 6:00 a.m., but the different men clustered on Ronald Reagan Avenue already have the weary look that usually comes at day's end. Many of them blameless, they were turned out of shelters an hour earlier and now wait for a van that will take them to a variety of menial jobs.

The labor brokers who place the men in these jobs charge the employers \$5.35 an hour and pay the men only \$3.35, the minimum wage. Of the \$26 in wages for the day, \$2 will go for transportation in the van. The Salvation Army shelter costs \$5 a night, plus \$3 for breakfast and dinner. That leaves \$16.

"You can't make enough money to get a leg up" Sam Bretz, a blond 27 year old in jeans, said on Friday morning.

His recent assignments from the labor pool have been at a shop assembling casters for office furniture.

"You get up, you go to work, you go back to the mission at night," Mr. Bretz said. "You get up, you work, you go back to the mission."

The problem of homelessness, perhaps most stark in New York and other big cities, is one that strikes communities across America. A portrait of homelessness in America is really mosaic, cementing together places as diverse as Miami, Sanford, Maine and Portland, Oregon.

Some people are homeless because they choose to do without government or private aid. Some homeless people are disabled by physical or mental illness, alcoholism, or drug addiction.

And a growing number of the homeless, at odds with the stereotype of the beggar who camps out on a park bench, are the working poor, trapped between jobs that pay too little and housing that costs too much.

The United States Conference of Mayors, using information supplied by mayors' offices in 26 cities, estimated that last year 22 percent of homeless people held full-time or part-time jobs, up from 19 percent the year before. It expects the 1988 figure to be higher.

The organization says that in some cities, like San Antonio, more than half the homeless have jobs.

As with many aspects of homelessness, this issue is not clear-cut. Some of the working homeless squander their earnings on alcohol and illegal drugs. Some are listed as having jobs, but work only sporadically.

Still, without exception, a dozen shelter operators interviewed said they were seeing more and more families in which one member worked steadily, perhaps as a maid, short-order cook, dishwasher or security guard, but did not make enough

money to meet housing, day care, transportation and medical needs.

Echoing the view of other shelter operators, Sister Lucille Bonvouloir in Burlington, Vermont, called the situation "frightening" because it undercut the basic presumption that if a homeless person got a permanent job, he or she was well on the road to self-sufficiency.

Many shelters are finding that as a result they must offer more sophisticated programs, teaching clients not just basic working and job-hunting skills, but how to find a higher-paying job.

Fees for Shelter

And some shelters are giving extra attention to those who do work, seeing to it, for example, that they have clothes that would not be an embarrassment in the workplace.

In return for housing clients who work, many shelters demand a percentage of their income, sometimes as much as 75 percent. In addition to defraying costs, the shelters say, the payment encourages those who can afford their own housing to get it rather than linger in the shelter system.

In Sanford, Maine, Donald H. Gean, who runs a shelter for the homeless, said 12 of its 40 residents worked. "The wino in the rumpled greatcoat with the paper bag and a bottle of muscatel is an oddity here," he said. "We see it. But it's nothing in comparison with the younger population who work but can't make enough to live on."

In Seattle, Washington, Martha Dilts, who runs shelters there, said: "People keep the homeless at arm's length and say, 'Oh, I'll never be like that.' But most of us live on our paychecks and are really only two or three months away from being homeless when we're hit by illness or a big rent increase. Twelve years ago we saw mostly the mentally ill here. Now it's quite usual to see working families."

Minimum Wage Cited

Many homeless people and those who work with them attribute the problem to a lack of affordable housing and to a minimum wage that they say is too low to live on. The minimum set by Federal law, which has not risen since 1981, is \$3.35 an hour, or \$134 for a 40-hour week.

Families living in subsidized housing are asked to pay 30 percent of their income for rent, or \$174 a month for those with minimum-wage jobs. But subsidized housing is in short supply in many regions, and few apartments are available in the private market for anything like that sum.

A proposal to raise the minimum wage, which has lost 22 percent of its purchasing power since 1981, failed in Congress this year; many lawmakers argued that a proposal to raise the minimum to \$4.55 by 1991 would slow economic growth and cause some employers to lay off workers. President-elect Bush has said he would support a raise in the minimum wage if it did not apply to teen-agers in *entry-level* training jobs.

This weekend, Edward M. Kennedy, the Massachusetts Democrat who is

chairman of the Senate Labor Committee, called the lack of affordable housing and the failure to raise the minimum wage "a one-two punch" that had "devastated" the homeless and the working poor.

A Maid's Story

Here in Miami, Brother Paul Johnson, executive director of Camilius House which feeds 800 homeless people a night and houses 70, said: "I was at a very fancy cocktail party—wealthy, wealthy people—and they thought I was just wonderful: Oh, he helps the poor and he works with them and all that stuff. One woman asked me, What would I do if I could change any law or could take just one big step to help the homeless? I said I would raise the minimum wage to \$5. She wouldn't talk to me, she said at \$5 she couldn't afford her maid."

Across the Miami River, in front of the Salvation Army's family shelter on Southwest First Street, a 34 year old woman who was reluctant to be identified fled, waited 'til 6:45 a.m. for a public bus to take her to her job as a hotel maid. She left behind her 13 year old son and 15 year old daughter in the shelter, as she has every morning since starting her job six weeks ago.

She said she made \$297 every two weeks, after deductions. She hopes to be able to afford an apartment for her family soon. But even with \$235 a month in food stamps, she expects to have to take a second job before she can be fully independent.

"I'm telling you, you can't live and raise two kids on \$4.50 an hour," she said. Then suddenly, talking about her homelessness, she blurted out, "I never, ever, ever thought this would happen to me."

A Touch of Gallows Humor

Though they are stereotyped as disoriented and out of touch with the world, *many* of the homeless watch television and read newspapers and have thought a great deal about what others are saying about them. Some even manage a touch of gallows humor. "One good thing about being homeless," the hotel maid said. "It made me skinny again."

But other homeless people seem startled when questioned about it. It is as if they do not even think of themselves as homeless, because their own situation does not fit the stereotype of a homeless person.

"I have a job!" Tyrone Waters said, as if that meant he was technically not a homeless person, just a working man down on his luck. Mr. Waters, a 45 year old cook with a 14 year old son, said he earned the minimum wage of \$135 a week.

"We rented a place on the second floor of a house and we got by; it was \$275," Mr. Waters said of the rent. "But we got burned out."

For two months, he has lived on the street or in shelters or with relatives.

Lesson 4

Activity: Determine Who is Helping Homeless Persons

Critical Thinking Skill - Using Facts and Opinions

Six topics are listed below. Choose one of them and write two paragraphs about it. Use facts in paragraph one and opinions in paragraph two. Share your paragraphs with the people in your group. Ask them which paragraph is more effective. Why?

1. The homeless should learn to stand on their own two feet.
2. Our community has a good program to help the homeless.
3. Homelessness is not a serious problem in our community.
4. The best way to help the homeless is_____.
5. Homeless people deserve our help.
6. The main cause of homelessness in our community is_____.

Lesson 5

Activity: Determine Some Conflicts Brought About by Homelessness

Interpreting A Political Cartoon

Don Wright - The Miami News - 1982

The United States has over 3 million homeless people, according to Mitch Snyder. Snyder was an advocate for the homeless. Almost every city has people that have no place to live. Many of these people are just like you and your neighbors except that they have had bad luck. Study the cartoon and answer the questions below.

1. What is the plight of the homeless people in the cartoon?
2. What does the car represent?
3. What is the attitude of the police officer?
4. Is a law being broken by the people in the car?
5. Why is the police officer yelling?
6. What is the cartoonist's opinion of the homeless?



Don Wright/The Miami News. Reprinted with permission.

Lesson 6

Activity: Identify Categories of Homelessness

Definitions of Homelessness in the Iowa Studies

The approach used in the 1992 Iowa study of homelessness (Wright, S, and Wright, D. 1992), used a continuum definition of poverty. At one end of the continuum are those who are on the street or otherwise without adequate long-term shelter. However, there are others who fall only a little further up the poverty continuum, who are not literally homeless, but who are on a day-to-day basis, at risk to become homeless (near homeless).

These definitions are consistent with the definitions suggested by the McKinney Act and with guidelines provided by the U.S. Department of Education. The following specific definitions of homeless categories are used in the Iowa study:

- A. **On the Street:** living on the street, without even nominal housing.
- B. **Quasi-homeless:** living in make-shift shelter such as cars, tents, abandoned buildings, etc.
- C. **Shelters:** living in temporary residence facility for individuals or families; (youth-runaway, family, or abuse shelters, or other shelter facility).
- D. **Transitional Housing:** temporary low-cost housing designed to assist families in transition from emergency shelter into independent living.
- E. **Doubling-up:** children and immediate family have moved in with other relatives or friends; without such temporary arrangement they would be without home or shelter.
- F. **Near-Homeless:** without entitlements (fuel or rent assistance) these families would be homeless. Includes Iowa very low-income families or individuals who are seeking housing assistance and who are in the process of being involuntarily displaced; or living in substandard housing, or; paying more than 50 percent of family income for rent or home ownership.

The 1992 study estimated that in Iowa there were:

1,089 persons "on the streets"

1,161 persons living in "quasi-homeless" conditions

4,367 persons living in shelters
2,184 persons in transitional housing
7,300 persons living in a "doubled-up" status
25,069 persons who were "near-homeless"

Use the above information to make a bar graph comparing the five different levels of homelessness in Iowa.

The numbers in 1990 in Iowa were:

Reported on the streets - 655
Reported quasi-homeless - 1,255
Reported sheltered - 2,693
Reported doubled-up - 11,268
Estimated doubled-up - not recorded
Reported near-homeless - 41,603
Estimated near-homeless - 169,275

Make another bar graph using the 1990 figures. Compare the two graphs.

What conclusions can you make?

Lesson 7

Activity: Identify Problems and Solutions to Life Situations Experienced by the Homeless

Reading from The New Yorker, January 25, 1988, "The Homeless and Their Children" By Jonathan Kozol

Classroom Procedure:

Read the following article about the homeless. Compare and contrast the lifestyles of these children with yourself. Make a list of all the problems these kids face. What are some possible solutions? Brainstorm in your small group about ways to solve the homeless problem.

My lifestyle

1.

2.

3.

4.

5.

6.

Their Lifestyle

1.

2.

3.

4.

5.

6.

Problems

1.

2.

3.

4.

5.

Solutions

1.

2.

3.

4.

5.

The Homeless and Their Children

[Back in 1910, the Hotel Martinique was one of the most elegant hotels in New York City. Fashionable musicians entertained wealthy patrons in the ballroom. It was furnished with Italian marble columns. The restaurant served excellent food and wine, in an elegant setting. The rooms had the best plumbing and lighting of the time. In seventy-five years, however, a dramatic and gloomy change has taken over this once ornate structure.]

December 20, 1985: Heavy chains secure the doorway of the former ballroom. They are removed to let a dozen people enter at a time. The line of people waiting for their lunch goes back about 200 feet. In the semi-darkness I see adults trying to keep children at their sides. Some of the kids are acting up, yelling, racing back and forth. A few are sitting on the floor.

This is the lunch program of the Coalition for the Homeless. Meals are served to residents five days a week. The program is organized by a young man named Tom Styron. He has enlisted the help of several women living in the building. Because I have come with him today, he has enlisted my help too.

One of the women sits by the door and checks the names of those who enter. Another woman helps to serve the food. The room is so cold that both keep on their coats. One has a heavy coat. The other has an unlined army jacket. She is very thin, a Puerto Rican woman, and is trembling.

I watch the people coming to the table. The children don't avert their eyes; nor do the women. It is the men who seem most scared: grown men in shabby clothes with nervous hands. They keep their eyes fixed on the floor.

The meal is good: turkey, potatoes, raisins, milk, an orange. It would be enough if it were one of three meals to be eaten in one day. For many, however, this will be the only meal. For an adult who has

had no breakfast, this is at best a pacifier to fend off the hunger pangs until late afternoon.

Many of the children have on coats and sweaters. After they eat, some of them come back to the table, timidly. They ask if there are seconds. There are no seconds. Several families at the back of the line have to be turned away. In my pocket I have one enormous apple that I bought in Herald Square for fifty cents. I give it to a tall Italian man. He doesn't eat the apple. He polishes it against his shirt. He turns it in his hand, rubs it some more. I watch him bring it back to where he's sitting with his children: one boy, two little girls.

As they get up to drift into the corridors and cubicles in which they will remain during the last week of the year, some of them stop to thank the people at the table.

The Martinique is not the worst of the hotels for homeless families in New York. Because its tenants have refrigerators (a very precious item for the mother of a newborn), it is considered by some residents to be one of the better shelters in the city. In visiting the Martinique, one tries to keep this point in mind; but it is, at first, not easy to imagine something worse.

Members of the New York City Council who visited the building in July of 1986 were clearly shaken: "People passing by the hotel have no sense of the tragic dimensions of life inside. Upon entering the hotel, one is greeted by a rush of noise, made in large part by the many small children living there. These children share accommodations with a considerable cockroach and rodent population. The nearly 400 families housed at the Martinique are assisted by just seven HRA caseworkers, whose efforts to keep in touch with each family at least once each month often amount to no more than a note slipped under a door."

The report made by the city council offers this additional information: The average family is a mother with three children. Thirty-

four percent of families became homeless after eviction by a landlord; 47 percent after being doubled up with other families; 19 percent after living in substandard housing. Fifty percent of heads of households report that they have once held fulltime jobs. Seventy percent have seen at least five vacant units they could not afford or from which they have been turned away by landlords who did not want children or welfare recipients.

The lobby is long, high-ceilinged, vast. On the right side, as one enters, is a sort of "guard post," where a visitor must either be signed in by residents or else present good reason to be in the building. Even the best reason (meeting with the social workers) does not guarantee admission. Residents must be notified of waiting guests by guards. There are fifteen occupied floors above the lobby. There is no bell system.

What is life like for children in this building?

For many the question may be answered briefly, as their lives will be extremely short. The infant mortality rate in the hotel is twenty five per thousand, over twice the national rate and higher even than the rate in New York's housing projects. The term used by health professionals for the endangered status of an infant child of low birth weight, for example, or a child who does not gain weight after birth is "failure to thrive." We will learn more of the implications of this term in speaking with the residents of the hotel. There is one nurse present (daytime hours only) to meet all the health needs of the people in the building.

What of the children who manage to survive? Those who do not fail to thrive in their first hours of life will be released from the obstetric wards to rooms devoid of light, fresh air, or educative opportunities in early years. Play is a part of education too; they will not have much opportunity for play. Their front doors will give out upon a narrow corridor; their windows on a courtyard strewn with glass,

or on the street, or on the wall of an adjacent wing of the hotel. The Empire State Building is two blocks away; if they are well situated they may have a lot of time to gaze at that. They are children who will often have no opportunity for Head Start.

Many will wait for months before they are assigned to public school. Those who do get into school may find themselves embarrassed by the stigma that attaches to the "dirty baby," as the children of the homeless are described by hospitals and sometimes perceived by their schoolteachers. Whether so perceived or not, they will feel dirty. Many, because of overflowing sewage in their bathrooms, will be dirty and will bring the smell of destitution with them into class.

In a small room on the ninth floor there is a mood of resignation and a smell of unwashed clothes. There is no place to sit except the floor or beds. Gwendolyn Abington, who is thirty years old, sits with her children on one of the beds. The baby is two. The older child is eight. I sit on the floor. There is another bed next to the window.

"I was the youngest child in my family. My father was a seaman, so he was away from home for many years. He died when I was a young girl. I was a serious student and I graduated from Jamaica High. I had worked since I was seventeen. I did private duty nursing: taking care of chronically ill people. When I graduated I received a scholarship to Stony Brook. I wanted to become a surgical nurse.

"What I would have wanted, to be honest, was to be a surgeon. I have dreamed of this for many years. I dream about it still. In my dream I see myself as I had hoped to be: wearing the green robe. But I did not think that I could go so far; it would have taken many years."

She speaks in a beautiful voice about her interrupted dreams. I'd already had one child. I had done a year and a half at Stony Brook when suddenly my mother became ill. I was needed in my mother's

house. I nursed my mother. I could not accept that she was dying. I loved my mother. She was the entire world to me. And then she passed. It turned out to be cancer. In a month's time she was gone.

"This was the hardest thing that I had known. I was grown, a married woman with a child, but I felt that I was drawn back to my childhood again. Oh, my mother was my idol. I was scared to go on in the world alone. I believe I had a nervous breakdown but I was too sick to understand. I did not realize what was wrong."

"My husband and I had purchased a three family house in Queens. We had tenants. It was our home. When I was ill I couldn't work. We couldn't meet the payments. They foreclosed."

"Being here, you fight against depression. You know that you are in a struggle and you know you cannot yield. This is what you have to tell yourself: This is your home. *This is home.* If it's the Martinique Hotel, it is your home."

After you're living here a while you begin to lose hold of your dream. You start to tell yourself that it's forever: This is it. It isn't going to change. It can't get worse. It isn't going to get better. So you start to lose the courage to fight back.

"You do spend a lot of time in line. You spend a whole day at the washer. You spend another whole day at the welfare. You go there at 9:00 A.M. You wait sometimes until 5:00 in the afternoon. Then you get this check and then, of course, you know you won't receive a dime. It's written out to you and the hotel. When you have been living here two years, wouldn't you think that they could have that check all ready when you come.

"Then you also have to look for housing. Being as I come from Queens, I go there on the train. I walk for hours. I am looking for a house I can afford. Welfare allows me \$244. I look. I make appointments. I go out there every morning once my daughter goes to school. I take the baby with me. If it was

\$350 or \$400 I'd be out of here by now. It's not easy for \$244.

Her husband, Bill, lives with her. Forbidden to live here openly, he lives here by the subterfuge imposed on almost every father by the welfare system. He's earning a small salary. It's not enough to pay prevailing rents in New York City and it wouldn't be enough to handle the expense of food and clothes and health care for the children and for Gwen. If it's known that he is here, however, Gwen may lose her welfare check, food stamps, and Medicaid. She may also be ineligible to stay here at the Martinique. Forced to sneak and lie, therefore, she and Bill feel soiled by the organized deception they must carry out in order to remain together as a family.

Bill and Gwen are on a list for public housing. What they do not know is that **200,000 names are on that list ahead of theirs.** They believe that, if they do things right, they will soon be living in a project. What they do not know is that **the waiting period is eighteen years.** Driven by economic forces she cannot control and is not sufficiently informed to understand, Gwen obeys the rules, fills out the forms, goes each day to search for an apartment she cannot afford, diligently combing a diminished housing market in which minimal rents exceed the limit she's permitted by at least \$100. Like a well conditioned animal within a research lab, she pursues each channel of improbability that is presented. Every channel she explores returns her to the place where she began.

"Schoolwise, this is hard for her." She gestures to the eight year old beside her. "She went to Head Start and parochial school in Queens. Here, she has thirty three children in her class. I follow everything: her lessons, homework, and her grades. For these children I have the highest hopes. I tell the principal I want my son to go to college and become a doctor. I tell him that I want my daughter to become a nurse. He says to me: 'Well, Mrs. Abington, certain chil-

dren can adjust to this and certain children can't. I do not know if they should adjust to something if it's bad."

Since 1980, homelessness has changed its character. What was once a theater of the grotesque (bag ladies in Grand Central Station, winos sleeping in the dusty sun outside the Greyhound station in El Paso) has grown into the common misery of millions.

"This is a new population," said a homeless advocate in Massachusetts. "Many are people who were working all their lives. When they lose their jobs they lose their homes. When they lose their homes they start to lose their families too."

Even in New York City, with its permanent population of the long-term unemployed, 50 percent of individuals served at city shelters during 1984 were there for the first time. The same percentage holds throughout the nation.

The chilling fact, from any point of view, is that small children have become the fastest growing sector of the homeless. At the time of writing there are 28,000 homeless people in emergency shelters in the city of New York. An additional 40,000 are believed to be unsheltered citywide. Of those who are sheltered, about 10,000 are homeless individuals. The remaining 18,000 are parents and children in almost 5,000 families. The average homeless family includes a parent with two or three children. The average child is six years old, the average parent twenty-seven.

In Massachusetts, three-fourths of all homeless people are now children and their parents. In certain parts of Massachusetts (Plymouth, Attleboro, and Northampton) 90 to 95 percent of those who have no homes are families with children.

Homeless people are poor people. Four out of ten poor people in America are children, though children make up only one-fourth of our population. The number of children living in poverty has grown

to 14 million—an increase of 3 million over 1968, while welfare benefits to families with children have declined one third.

Seven hundred thousand poor children, of whom 100,000 have no health insurance, live in New York City. Approximately 20 percent of New York City's children lived in poverty in 1970, 33 percent in 1980, over 40 percent by 1982.

Where are these people?

We have seen that they are in midtown Manhattan. They are also in the streets of Phoenix, Salt Lake City, Philadelphia, San Antonio, Miami, and St. Paul. They are in the Steel Belt. They are in the Sun Belt. They are in Kansas City and Seattle. They are in the heartland of America.

In Denver, where evictions rose 800 percent in 1988, hundreds of families were locked on waiting lists for public housing. Many were forced to live in shelters or the streets. In Cleveland, in one classic situation, the loss of a home precipitated by the layoffs in a nearby plant led to the dissolution of a family: the adolescent daughter put in foster care, the wife and younger children ending up on welfare, the husband landing in a public shelter when he wasn't sleeping underneath a bridge. Cleveland was obliged to open shelters and soup kitchens in blue collar neighborhoods that housed traditional white ethnic populations.

The *Milwaukee Journal* wrote: "The homeless in our midst are no longer mainly urban hobos and bag ladies. In recent months, joblessness has pushed heretofore self-reliant families into this subculture." In Michigan, in 1982, the loss of jobs in heavy industry forced Governor Milliken to declare "a state of human emergency" a declaration other governors may be forced to contemplate by 1988.

As an easterner, I had at first assumed that most of these families must be urban, nonwhite, unemployed, perhaps a great deal like the ghetto families I have worked with for much of my life. In 1985,

however, I was given an opportunity to visit in over 50 cities and in almost every region of the nation. My hosts were governors and other local politicians, leaders of industry, organizers of the working poor, leaders and advocates of those who recently had joined the unemployed, teachers, school board members, farmers, bankers, owners of local stores. Often they were people who had never met each other and had never even been in the same room with one another, even though they lived in the same towns and cities. They had come together now out of their shared concern over the growth of poverty, the transformation of the labor market, and the rising numbers of those people who no longer could find work at all.

I was invited, in most cases, to address the problems of the public schools. Often, however, education issues became overshadowed by more pressing matters. For many poorly educated people, literacy problems proved of little urgency when they were threatened with the loss of work and loss of home. In a depressed industrial town in Pennsylvania, Lutheran church leaders spoke of the loss of several hundred jobs as truck and auto manufacturers left the area and families saw their savings dwindle and their unemployment benefits and pensions disappear while rents rose, food prices climbed, and federal benefits declined.

"Yes, there are new jobs," a minister said. "There's a new McDonald's and a Burger King. You can take home \$450 in a month from jobs like that. That might barely pay the rent. What do you do if somebody gets sick? What do you do for food and clothes? These may be good jobs for a teenager. Can you ask a thirty year-old man who's worked for GM since he was eighteen to keep his wife and kids alive on jobs like that? There are jobs cleaning rooms in the hotel you're staying at. Can you expect a single mother with three kids to hold her life together with that kind of work? All you hear about these days are so-called service jobs; it makes me wonder where America is going. If

we aren't producing anything of value, will we keep our nation going on hamburger stands? Who is all this 'service' for, if no one's got a real job making something of real worth?"

In Oklahoma, Arkansas and Texas I met heads of families who had been, only a year or two before, owners of farms, employees of petroleum firms, shopkeepers who supplied the farmers and the oil workers. They had lost their farms, their jobs, their stores. Bankers in Oklahoma City spoke about the rising number of foreclosures. "Oil and agriculture—those are everything for people here. Both are dying. Where will these people go after their farms are boarded and their restaurants and barbershops and hardware stores have been shut down?"

The answers were seen in Phoenix and Los Angeles, where the shelters overflowed and people slept in huge encampments on the edges of the seamy areas of town. In one city homeless families lived in caves. I went out to visit. I had never seen a family living in a cave before.

In Portland, Oregon, the governor told me of some counties in which unemployment caused by the declining lumber industry had climbed above 30 percent. Where did the lumber workers go? I met some of them the same night in a homeless shelter by the Burnside Bridge. A pregnant woman and her husband spoke to me while waiting for the soup line to be formed. "We had good work until last year. Since then we've had no home. Our kids were put in foster care." They had been sleeping on a plywood plank supported by the girders of the bridge. The traffic was two feet above their heads. "The sound of the trucks puts me to sleep at night," she said. I learned that even makeshift housing space under the bridge was growing scarce.

In San Antonio, I met a father with two boys who had been sleeping for four months next to the highway not far from the Hyatt Regency Hotel. He sold blood plasma twice a

week to buy food for his kids. "They draw my blood, put it in a centrifuge, take the white cells, and inject the red cells back into my arm." If he showed up four weeks straight he got a bonus. In a good month he made \$100. "The blood places," he told me, "poor people call them 'stab-labs.' They're all over." He showed me a card he carried listing stab labs, with phone numbers and addresses in a dozen cities. He had been an auto worker in Detroit. When he lost his job his wife became depressed and since was hospitalized. He had developed crippling asthma "from the panic and the tension, I believe." He had thought mistakenly that San Antonio might offer health and labor and cheap housing that were not available in Michigan.

In Miami I met a woman, thirty five years old, from Boston. She had attended Girls' Latin, the same high school that my mother had attended. After graduation she had gone to college and had worked for many years until she was the victim of throat disease that led to complications that wiped out her savings, forced her to lose her home, ended her marriage, and at last compelled her to give up her kids. She'd moved to Miami hoping it would help her health, but couldn't cope with illness, loss of family, loss of home and now was sleeping on Miami Beach.

She had a tube in her stomach to bypass her damaged throat. At a shelter run by Catholic brothers she would pulverize the food, mix it with water, and inject the liquid mix into her tube.

In New York I spoke with Robert Hayes, counsel to the National Coalition for the Homeless. Hayes and his coworkers said that three-fourths of the newly homeless in America are families with children.

In Washington, D.C., in late September 1986, I spent an afternoon with the director of a shelter, Sandy Brawders, one of those saints and martyrs of whom Robert Hayes has said, only half-jokingly, the homeless movement is primarily

composed. "There are the saints," he says, "and then there are the martyrs who have to put up with the saints." Sandy told me that the homeless population was exploding in the District; the largest growth in numbers was among young children and their parents.

Four months later, the Washington Post reported that the number of homeless families in the District had increased 500 percent in just one year and that there were 12,000 people on a waiting list for public housing, with a waiting period of more than seven years.

Home in New England in a small town north of Boston, I shared some of these stories with a woman who works at the counter of a local grocery. "You didn't have to go to San Antonio and Florida," she said. "There's hundreds of homeless families just a couple miles from here." When I asked her where, she said: "In Ipswich, Gloucester, Haverhill. There are families who are living in the basement of my church." After a moment's pause she told me this: "After my husband lost his job we had some troubles then, I was divorced. I had to bring my family to the church. Well, we're still there."

How many are homeless in America?

The U.S. Department of Health and Human Services (HHS) relying on groups that represent the homeless, suggested a figure of 2 million people in late 1983. Diminished numbers of low-income dwelling units and diminished welfare grants during the four years since may give credence to a current estimate, accepted by the Coalition for the Homeless, of 3 to 4 million people.

There is much debate about the numbers; the debate has a dreamlike quality for me because it parallels exactly the debates about the numbers of illiterate Americans. Government agencies again appear to contradict each other and attempt to peg the numbers low enough to justify inaction or, in this case, negative action in the form of fed-

eral cuts.

Officials in the U.S. Department of Housing and Urban Development (HUD) puzzled congressional leaders during hearings held in 1984 by proposing a low estimate of 250,000 to 350,000 homeless people nationwide. The study from which HUD's estimate was drawn had contemplated as many as 586,000 people, but this number was discredited in its report.

A House subcommittee revealed serious flaws in the HUD study. Subsequent investigations indicated HUD had "pressured its consultants to keep the estimates low." HUD's researchers, for example, suggested a "reliable" low estimate of 12,000 homeless persons in New York City on a given night in January 1984. Yet, on the night in question, over 16,000 people had been given shelter in New York; and this, of course, does not include the larger number in the streets who had received no shelter. U.S. Representative Henry Gonzalez termed HUD's study intentionally deceptive.

Estimates made by shelter operators in twenty one selected cities in October 1986 total about 230,000 people. This sampling does not include Chicago, San Francisco, Houston, Cleveland, Philadelphia, Baltimore, Atlanta, Pittsburgh, St. Paul, San Diego, or Detroit. With estimates from these and other major cities added, the total would exceed 400,000.

Even this excludes the metropolitan areas around these cities and excludes those middle-sized cities: Lawrence, Lowell, Worcester, Brockton, Attleboro, for example, all in Massachusetts in which the loss of industrial jobs has marginalized hundreds of thousands of the working poor. Though technically not unemployed, most of these families live in economic situations so precarious that they cannot meet the basic costs of life, particularly rent, which in all these cities has skyrocketed. Nor does this include the rural areas of the Midwest and the Plains states, the

oil towns of the Southwest, the southern states from which assembly plants and textile industries have fled, lumber counties such as those in Oregon and their New England counterparts in northern Maine. The homeless in these areas alone, if added to the major city totals, would bring a cautious national count above 1.5 million.

We would be wise, however, to avoid the numbers game. Any search for the "right number" carries the assumption that we may at last arrive at an acceptable number. There is no acceptable number. Whether the number is 1 million or 4 million or the administration's estimate of less than a million, there are too many homeless people in America.

Homeless people are, of course, impossible to count because they are so difficult to find. That is intrinsic to their plight. They have no address beyond a shelter bed, room number, tent or cave. In this book I follow my own sense that the number is between 2 and 3 million. If we include those people housing organizers call the "hidden homeless" families doubled up illegally with other families, with the consequent danger that both families may be arbitrarily evicted—we are speaking of much larger numbers.

In 1983, 17,000 families were doubled up illegally in public housing in New York City. The number jumped to 35,000 by spring of 1986. Including private as well as public housing, the number had risen above 100,000 by November 1986. If we accept the New York City estimate of three to four family members in each low-income household, the total number of people (as opposed to families) doubled up in public and private housing in New York is now above 300,000.

The line from "doubling up" to homelessness is made explicit in a study by Manhattan's borough president: At least 50 percent of families entering New York City shelters (1986) were previously doubled up. Nationwide, more than 3 million families now are living

doubled up.

It is, however, not only families doubled up or tripled up who are in danger of eviction. Any poor family paying rent or mortgage that exceeds one half of monthly income is in serious danger. Over 6 million American households pay half or more of income for their rent. Of these, 4.7 million pay 60 percent or more. Of mortgaged homeowners, 2 million pay half or more of income for their housing. Combining these households with those who are doubled up, it appears that well above 10 million families may be living near the edge of homelessness in the United States.

Why are they without homes?

Unreflective answers might retreat to explanations with which readers are familiar: "family breakdown," "drugs," "culture of poverty," "teen pregnancies," "the underclass," etc. While these are precipitating factors for some people, they are not the cause of homelessness. The cause of homelessness is lack of housing.

Half a million units of low-income housing are lost every year to condominium conversion, abandonment, arson, demolition. Between 1978 and 1980, median rents climbed 30 percent for those in the lowest income sector. Half these people paid nearly three quarters of their income for their housing. Forced to choose between housing and food, many of these families soon were driven to the streets. That was only a beginning. After 1980, rents rose at even faster rates. In Boston, between 1982 and 1984, over 80 percent of housing units renting below \$300 disappeared, while the number of units renting above \$600 more than doubled.

Hard numbers, in this instance, may be of more help than social theory in explaining why so many of our neighbors end up in the streets. By the end of 1983, vacancies averaged 1 to 2 percent in San Francisco, Boston and New York. Vacancies in low-income rental units averaged less than 1 percent

in New York City by 1987. In Boston they averaged .5 percent. Landlords saw this seller's market as an invitation to raise rents. Evictions grew. In New York City, with a total of nearly 2 million rental units, there were half a million legal actions for eviction during 1983. Half of these actions were against people on welfare, four-fifths of whom were paying rents above the maximum allowed by welfare. Rent ceilings established by welfare in New York were frozen for a decade at the levels set in 1975. They were increased by 25 percent in 1984; but rents meanwhile had nearly doubled.

During these years the White House cut virtually all federal funds to build or rehabilitate low-income housing. Federal support for low-income housing dropped from \$28 billion to \$9 billion between 1981 and 1986. "We're getting out of the housing business. Period," said a HUD deputy assistant secretary in 1985.

The consequences now are seen in every city of America. What distinguishes housing from other basic needs of life? Why, of many essentials, is it the first to go? Housing has some unique characteristics, as urban planning specialist Chester Hartman has observed. One pays for housing well in advance. The entire month's rent must be paid on the first day of any rental period. One pays for food only a few days before it is consumed, and one always has the option of delaying food expenditures until just prior to eating. Housing is a nondivisible and not easily adjustable expenditure. "One cannot pay less rent for the next few months by not using the living room," Hartman observes.

By contrast, one can rapidly and drastically adjust one's food consumption: for example, by buying less expensive food, eating less, or skipping meals. "At least in the short run," Hartman notes, "the consequences of doing so are not severe." The cost of losing housing and then paying for re-entry to the housing system, on the other hand, is very high, involving utility and

rent deposits equal sometimes to twice or three times the cost of one month's rent. For these reasons, one may make a seemingly "rational" decision to allocate scarce funds to food, clothing, health care, transportation, or the search for jobs only to discover that one cannot pay the rent. "Some two and a half million people are displaced annually from their homes," writes Hartman. While some find other homes and others move in with their friends or relatives, the genesis of epidemic and increasing homelessness is there.

Is this a temporary crisis?

As families are compelled to choose between feeding their children or paying their rent, homelessness has taken on the characteristics of a captive state. Economic recovery has not relieved this crisis. Adults whose skills are obsolete have no role in a revived free market. "The new poor," according to the U.S. Conference of Mayors, "are not being recalled to their former jobs, because their former plants are not being reopened. Their temporary layoffs are from dying industries."

Two million jobs in steel, textiles, and other industries, according to the AFLCIO, have disappeared each year since 1979. Nearly half of all new jobs created from 1979 to 1985 pay poverty level wages. Increased prosperity among the affluent, meanwhile, raises the profit motive for conversion of low-income properties to upscale dwellings.

It is a commonplace that a society reveals its reverence or contempt for history by the respect or disregard that it displays for older people. The way we treat our children tells us something of our moral disposition too.

The rate of child poverty in 1986 was one-third higher than ten years before. The Children's Defense Fund states that child poverty, which has increased 50 percent since 1969, now affects "nearly one out of every three children under the age of six."

New York City spends a huge amount of money to build prisons and a great deal more to house the prisoners within those buildings. A year after my visit to the Martinique, I am told the New York prison population is approaching 15,000. In desperation to find further space, the city has converted a ferryboat to hold another 160 men. It now announces plans to build a vast new prison that will hold 4,000 inmates. The prison will be built on Staten Island. The Staten Island borough president, who has opposed a plan to build four homeless shelters in his borough, indicates his preference for the prison. "A jail is preferable to a shelter," he explains, "because it's self-contained." He notes that "it doesn't spill over" into the surrounding neighborhood.

An equation, then, already exists between the homeless population and the inmates of a jail. The theme of containment is applied to both; the jail contains its inmates more efficiently. His phrase—"it doesn't spill over"—is suggestive. "Spillage" is applied more frequently to sewage than to human beings. But it is unrealistic to believe that any containment of this "spillage" is within the power of the city. New York will never be able to build new prisons fast enough to hold all of the turbulence and anger that are being manufactured daily in the Martinique Hotel and in the more than sixty other buildings that contain homeless children.

What of the children who do not become entangled in the legal system but remain to do their best in the hotels and public schools? Many do not get to school at all. Transient existence cuts them from the rolls. If re-admitted to their former schools, they may face a long ride on a bus or subway twice a day. If the bus or train is late, they arrive at school too late for breakfast and must struggle through their lessons on an empty stomach. If transferred to another school close to their temporary residence, they still face the other obstacles that we have seen. Just getting up and getting out may be a daunting task.

At P.S. 64, on New York's Lower

East Side, 125 children from the Martinique were registered in February 1987. Only about 85 arrived on any given day. This estimate indicates that almost one-third aren't in regular attendance but, does not include those who, because of bureaucratic complications or parental disarray, have never been enrolled. I would guess, based on a head count of the school-age children in the ballroom of the Martinique at lunch, that more than a third of the children in this building do not usually get to school.

What of those who do make it to school? Teachers speak of kids who fall into a deep sleep at their desks because conditions in their hotel rooms denied them a night's rest. How much can such children learn? Stanley Goldstein, principal of P.S. 64, estimates that a quarter of the hotel children are between two and three grades behind their peers in academic skills. This, he observes, makes them still more reluctant to appear at all. "They feel like idiots ...," he says. "Can you blame them?"

A reporter describes a nine-year-old in the third grade, already a year behind his proper grade, who cannot read, cannot tell time, and has a hard time adding and subtracting numbers of two digits. He has been classified "learning disabled" and "emotionally disturbed." Many of the hotel children, school officials say, are becoming "deeply troubled" and exhibiting the symptoms of withdrawal. Others are becoming hyperactive.

Mr. Goldstein notes that it is difficult to reach the parents of a child. (Families in the Martinique seldom have phones.) He adds that, even when attendance officers attempt to visit parents at the Martinique, they are often unsuccessful. He says that sometimes no one answers—"Or sometimes there's no one there." What does the attendance officer do? He can leave a message at the desk, but parents tell me there is a good chance that it will never be received. "You're not dealing with the Pierre, you know...," says Mr. Goldstein. "We have children who just disappear

from the face of the earth."

The New York Board of Education does not know how often children of the homeless lose out on an education; nor does it keep records of how well those who are registered in school perform. Nor has it any central policy to dictate to the schools how homeless children should be treated.

For children in the barracks shelters, pedagogic damage may be worse. In these situations, rudimentary classrooms are provided as a substitute for school. In some of these shelters, according to the *New York Times*, "the one-room schoolhouse—a fond bit of Americana—has been revised and updated to serve the city's dispossessed." There is nothing fond, and little of Americana, in the setup that the city has contrived to fill the days, if not the minds, of these unlucky children. One courageous teacher, given few supplies, does the best she can with a forty-year-old encyclopedia, donated desks, and storybooks on loan.

The situation in Washington seems neither worse nor better than that in New York. Homeless families, according to the rules in Washington, must go every day to a decrepit place known as "the Pitts Hotel," where they receive their meals and room assignments for the night. If the Pitts is full, they're given bus fare and sent to one of two other dismal shelters. The next day they return to the Pitts and must begin the process once again.

"We have a more efficient system in the U.S. to deal with stray pets," says New York Congressman Ted Weiss, "than we have for homeless human beings."

Do we know what we are doing to these children? Knowingly or not, we are creating a diseased, distorted, undereducated and malnourished generation of small children who, without dramatic intervention on a scale for which the nation seems entirely unprepared, will grow into the certainty of unemployable adulthood. The drop-out rate for the poorest chil-

dren of New York is 70 percent. For homeless kids the rate will be much higher. None of these kids will qualify for jobs available in 1989 or 1995. But every one who is a female over twelve is qualified already to become a mother. Many only thirteen years of age in hotels like the Martinique are pregnant now. Hundreds more will have delivered children, brain-damaged or not, before their sixteenth year of life. They will not be reading books about prenatal care. They will not be reading or observing warnings about damage done to infants by the alcohol or drugs they may consume. When their hour of labor comes, many will not even understand the medical permission forms they sign before they are sent into anesthesia. What, then, will happen to their children?

Those who are tough-minded may berate the mothers of these children. They may lacerate their fathers for not finding the employment that does not exist, or for which those educated in the schools provided to poor people cannot qualify. No matter how harsh, however, how will they condemn the children? Will they accuse these children, too, of lacking the resilience to stand tall? Some of these children are so poorly nourished, their confidence so damaged, or their muscle tissue so deteriorated, that they have a hard time standing up at all.

Visitors remark that places like the Martinique Hotel remind them of a penal institution. Prisons are for those who have committed crimes. What crime did the children in the "pigpen" or the Martinique commit? These children haven't yet lived long enough to hurt us. They have not grown big enough to scare us. They have not yet learned enough to hate us. They are as yet unsoiled by their future indignation or our future fear. The truth is, they offend us only in one manner: by existing. Only by being born do they do injury to some of us. They take some of our taxes for their food and concentrated formula, their clothing, and their hurried clinic visits and their miser-

able shelter. When they sicken as a consequence of the unwholesome housing we provide, they cost a little more; and, if they fail utterly to thrive, they take some money from the public treasury for burial.

So they offend us not by doing but by being. We pity them enough to put them in a warehouse, but we do not mark these buildings in a way that will attract attention. You could walk from Broadway to Fifth Avenue on Thirty-second Street a dozen times and never notice that there is a building on the left side of the street in which 400 families are concealed.

The Martinique Hotel is an enormous building and should not be easy to disguise; but the sign has no illumination and it's hard to see the name of the hotel unless one studies it from across the street. For this reason, and because of the bleak lighting in the lobby and the filthiness of the glass doors, it is difficult to recognize this as a residence. It resembles less a dwelling place than a dilapidated movie house or a bus station. One would not imagine from the sidewalk that this building might be home to 1,800 human beings.

The use of the unrestrictive term, "the homeless," is in certain ways misleading. It suggests a uniform set of problems and a single category of poor people. The miseries that many of these people undergo are somewhat uniform. The squalor is uniform. The density of living space is uniform. The fear of guards, of drugs, and of irrational bureaucracy is uniform. The uniformity is in their mode of suffering, not in themselves.

No two people in the Martinique are quite alike; but no two people could be less alike than Rachel and a woman I call Kim. Kim stands out from almost every other person I have met here. Her energy may be a helpful and instructive counterpoint to much of the hopelessness and panic we have seen.

She's in her twenties, has some education, and lives with her chil-

dren in a room on the eleventh floor. She tells me that, before becoming homeless, she was living in a building she was trying to restore. She was a preschool teacher and was working to support her children when her enterprising spirit met its match in the cold weather of New York.

The plumbing and heating in the house weren't operating well. She had managed some repairs and was planning to replace the heater and install new pipes once she had saved the necessary funds. The heater ceased to function in December. She had no affluent relatives or friends to help her out.

Living in substandard housing on a tight and careful budget in the 1980s leaves no room for breakdown of the heating system in midwinter. In a matter of weeks she was reduced from working woman and householder to a client of the welfare system. Like many others, she was forced to sit and wait for hours with her children at the EAU. Like others, she was finally signed to the Clemente shelter in the Bronx, one of the largest barracks used for housing homeless families at the time. Better informed than many mothers, she rejected placement at Clemente. In 1984, Kim and her children were assigned a placement at the Martinique, where they now dwell.

Kim, because she's educated and articulate, is often interviewed by visiting researchers. When she is asked why she's here she says that it's because her heating system doesn't work! This answer is frustrating to researchers. Looking for more complicated data, they regard her answer as facetious—or a screen for something she is trying to conceal.

"What would it take to get you out of here," they ask. Like, what would it take to get my family values reconstructed? I tell them: Maybe ten or fifteen thousand dollars. What would it take to get you back to work? I tell them: Help me get a loan to fix up one of those abandoned buildings."

The city, state and federal government pay to the Martinique year after year the money that she might have used to have restored her home. Kim was doing, and would like to do again, exactly what the government ought to have been doing for the past ten years. She wasn't waiting for the government. She wasn't looking for a federal grant. She wasn't asking anything for free. She gave her sweat. She could have used a loan.

The New York City Council calculates (1986) that it would cost between \$4,500 and \$30,000 for the rehabilitation of each of 100,000 vacant units that the city owns in buildings seized for nonpayment of taxes. Others estimate that total ("gut") rehabilitation of some of these units may run higher—up to \$65,000 each. An average rehabilitation cost in 1987 may be \$50,000. Even this—a one-time cost—is less than what the city spends to house a family of five for two years in the Martinique.

Like others, she reminds me that the Martinique is not the worst of the hotels. She speaks of another hotel, the Brooklyn Arms: "There are families there who say they have no heat and no hot water. There are people who have been there for two years. After they've been there that long they begin to tell themselves that it's forever. They stop getting dressed. They feel afraid to go outside. Once you're out, no matter where, you don't want to go back."

She says this about the Brooklyn Arms: "The building is so dangerous that welfare workers won't come to your room. You have to go down to the desk and beg for little things like toilet paper. The guards sell drugs. The place is run by somebody important. He's married to an opera star. He gives a lot of money to the politicians. When things go wrong, when something terrible occurs, who do they blame? They blame the residents. They're not going to blame someone with connections!"

Kim's words are later confirmed and amplified by stories in

the press and by the New York City Council. The hotel draws attention when a fire breaks out and incinerates four children. At that point, the press cites residents' complaints that there was no fire-alarm system in the seventeen-story building and reports that rotting garbage is strewn about in roach-infested halls, that the owner is indeed the husband of an opera star, that his attorney is a former New York mayor named Robert Wagner. The press also confirms her point about political contributions by the operators of the Brooklyn Arms. A police investigation in July finds fifteen walkie-talkies allegedly used by hotel guards and others working for narcotics dealers. A report by members of the city council in November notes that, in order to call an elevator, "one must kick the door to the elevator shaft and yell..." "Residents," the city council adds, "must negotiate... for toilet paper at the desk."

In a final confirmation of Kim's words, the death of the four children, one of whom was less than two years old, is blamed upon their parents. The mother and father, it appears, had left the children in order to go out into the streets and search for cans and bottles that they could turn in for cash, perhaps in order to buy food. They are charged with "endangerment" and put in jail before their children can be buried. The city's response is not to criticize the hotel management but to increase funds available for burying poor children.

Kim: "There are worse hotels than that. The Allerton is worse. Same thing there: You have to beg for toilet paper in the lobby. The Bayview—that's in Brooklyn... Owned by a criminal. It costs a lot. I think it's something like \$100—more than here. One hotel, the Holland, makes \$3 million every year. Most of these people owe the city money in back taxes. Does the city seize their buildings? No. But they'll put a woman on the street because she owes \$200 to her landlord."

As she observes, however, hotel owners are not the real issue;

giving more than brief attention to such individuals diverts from more important problems. Cities, moreover, can deal with such exposures easily. It is a common practice of officials everywhere, once an atrocious situation has been publicized, to make amends in a determined but selective manner. For this reason it is possible that the Brooklyn Arms or Martinique may have been shut down before too many years. It is also possible that the Martinique, which has received unusual scrutiny, may in time be turned into a showpiece of benevolence and order to discredit those who have condemned its recent practices.

"Government policy," according to the New York City Council, holds that if homelessness is made "too comfortable," the homeless "will want to remain homeless." The mayor believes that the hotels have acted as a magnet. His concern is that a family doubled up or living in substandard housing sees hotels as the first step to better housing. "New buildings," he says, "are like highways—they attract occupants." For this reason, he explains, "we are going to, whenever possible, put people into congregate housing [which] is not something people might rush into"

"The mayor's words are very hard on people living here," says Kim. "I don't know what's in his heart. But his sarcasm hurts a lot of people."

She tells me of a child in the Martinique who has had an opportunity to testify in Washington. In his testimony before Congress, he reported he was often hungry when he went to school. He said that he had trouble concentrating and sometimes he had to rest his head against his desk because, he said, "it hurts to be hungry." The mayor replied that the child's family (six persons) received a budget of over \$20,000, not including the hotel bill. Thousands of city employees, he observed, earn less than that. "And," he said, "they all work for a living. I wonder why they bother."

Kim: "What he seems to mean

is that the people here are lazy. I don't believe the mayor is being fair. When he added up that budget, he included the allowance for apartment rent. People in a hotel don't receive it. He added Medicaid. Right there, those two items add about \$8,000. Subtract \$8,000 and the budget comes to something like \$6 for each child for one day. Is that enough to feed your child in New York?"

Article excerpted from *Rachel and Her Children*, by Jonathan Kozol, ... 1988. Used by permission.

Lesson 8

Activity: Identify Catastrophic Events that Lead to Homelessness

The Working Homeless **by Cheryl Gorder**

A shocking observation about today's homeless is how many are employed, but not earning enough to put a roof over their family's heads. This class of "working poor" is in a Catch-22 situation. Often they do not qualify for any aid, even though they are homeless. If their income is above \$8,277 annually, they cannot receive federal aid. Yet that amount may not be enough to cover soaring housing costs.

A typical working family with children, not receiving any aid, can easily see their monthly paychecks eaten up in two days by a car payment, insurance, diapers, and food. Between soaring costs, and tightening of eligibility for federal food programs, these working people get left out in the cold—literally.

When the economy went down, so did aid programs. So the people who needed help most during the bad times were not able to get it. And large numbers of families dropped below the poverty level, making the need even greater. Thus a whole new concept of "poor" has been created—the homeless working poor.

The working poor are perilously close to becoming permanently homeless. All it takes is an accident, an illness, or any crisis that would be minor to someone with more substantial means to deal with it. Even the car breaking down can be enough to force the working poor into the streets.

A minimum wage job just won't hack it for the head of a household. Even a \$5 an hour job doesn't stretch far enough to cover childcare expenses, rent, utilities, car expenses, and normal household needs. That's why in many of these families, both parents are working. But if, and when, one of them can't, or if the household is headed by a single parent, there just isn't enough money for even substandard living.

A big part of the problem is the lack of low income and affordable housing. It's unrealistic to expect that everyone can afford \$700 a month rent. There's a reason that low-income housing was always needed. When a portion of the labor force is being paid minimum wage, then at least those wages should be sufficient to cover basic necessities.

After reading the article on "The Working Homeless," work with a partner to answer these questions.

1. What basic needs do all people have?
2. What expenses do families have when living independently?
3. If you had to choose to give up one basic need, which would you choose and why?
4. Is privacy important to you? Why or why not?
5. Are your possessions an important part of your life?
6. Is life fair? Explain.
7. What things do you think you take for granted?
8. Do you agree with the saying "I am my brother's keeper?"
9. What is self-esteem?
10. How do you think homelessness affects self-esteem?

Lesson 9

Activity: Illustrating Feelings About Homelessness

Measuring Homelessness

Numbers cannot count
the pain of hunger,
the dread of tomorrow.
Numbers cannot see
the sleepless nights,
the aching bones.
Charts don't show
a child's tearful embrace,
the parents' weariness.
Statistics cannot feel
the longing, the loneliness.
If they could, the numbers
would shoot off the pages.
The charts would reach the
skies and people's hearts
could finally
measure homelessness.

From: *Homeless! Without Addresses In America* by Cheryl Gorder. Tempe, Arizona: Blue Bird Publishing, 1988.

Directions: Illustrate a particular part of the poem using the colors black and white. Share this with the class.

Lesson 10

Activity: Identify Steps People Can Take to Make Differences

People Who Have Made A Difference

It is important to remember that one person can make a difference. Former President Jimmy Carter is one of those people.

The same genuine goodness and compassion for others that characterized him as president are evident in his life now. Among the causes he has become involved in is Habitat for Humanity. It is a nonprofit community that helps people all over the world to become homeowners who otherwise could not afford to own a house.

Volunteers - with former President Carter as one of them - do the construction work and pay for or donate many of the building materials, thus keeping housing costs down.

Your task is to research former President Carter and Habitat For Humanity. Think of a unique or interesting way to present your information.

Lesson 11

Activity: Defining Terms

What is a home? What does it mean to be homeless?

Objective: Students will be able to define terms related to the definitions and concepts of home and homeless.

Lesson:

Terms:	home	self-esteem	transient
	belonging	resident	peer
	outsider	homeless	drifter
	runaway	basic needs	subsistence

Work these terms and their meanings into a discussion of or writing assignment about the difference between having a home and being homeless.

Lesson 12

Activity: Exploring the Meaning of "Home"

Questions to Consider:

1. What does the term "home" mean to someone who has one?
2. Where do people live if they do not have a home?
3. How does the dictionary define home? homeless?
4. What are some differences between the terms house/apartment/condo and home?
5. What are some problems individuals in the class might have if they did not have a home?

Lesson 13

Activity: Explore Differences Among Homeless Persons and Varying Viewpoints About the Homeless

Objective: Students will be able to identify the kinds of people who become homeless in the United States on a more personal basis than "street people" in New York City.

1. Have each student prepare a written account of the personal importance of a home in the health and well-being of each individual, and the state of mind that would be experienced without a home. In order to personalize this, students can consider how their life at school and away from school would be if each one lived in an abandoned building, with a friend who offered a temporary place to stay, in a shelter (maximum stay two weeks, then must move on), or under a bridge or on a river bank.

2. Who are the homeless people?

Provide all students a copy of the following scenarios. Then follow through with Lesson 15. Use the scenarios provided as a basis for understanding that homeless people are those who are temporarily "down on their luck" who may soon find the help they need and no longer be homeless; or who for one reason or another do not find help and remain homeless in one form or another for extended periods.

George is a Vietnam-era war veteran who lives along the river from late spring until early fall. He and his temporary friends use whatever boxes, papers, plastics, metals they can find to make shelters from the weather and to have some privacy.

George came home from Vietnam 22 years ago to his wife and two small children. He went right back to his job and promised himself he would not think about his years in Vietnam ever again. Soon he was drinking and not coming home because he did not feel like he could face his job and family responsibilities and did not know what to do. The death and horror of Vietnam haunted him day and night, at home and at work. The only relief seemed to be after he had had enough alcohol to forget everything. By the time he had been home five years, his work and family life were a mess and George "ran away from home."

Eventually George sought help for his nightmares and alcohol abuse. As long as he stayed in treatment and worked on his problems, he was able to at least have a life, see his children from time to time, and hold down a warehouse

job. In the early '80s, government mental health assistance for his level of need was terminated and he was left to his own initiative to find medical care and treatment. Since he had no insurance, he did not do this and eventually ended up on the river bank.

Anne is 17 and living with her new friend, Jean, in a small low-rent apartment near downtown. Anne stayed at home until everyone could tell that she was pregnant. Her parents were so upset when they found out that Anne left home and lived with her boyfriend until she had the baby. Now she is on her own with none of her former friends around.

She met Jean at a free clinic and is staying with her, not paying any rent, until she can get on her feet again and find a place she can afford for herself and her child.

Sally and her husband have been separated from their children for three months because they cannot find a place to live. They loved their apartment but they could not afford the rent increase. They lived in their car until the weather turned cold. In desperation, her husband started sheltering his children in the warehouse where he works. Finally, he realized he was going to lose his job if he got caught. With no options left, the couple had no choice but to put their children in foster care. The state placed the three children in separate foster homes, and would not return them until the family found permanent housing. (*)

Barbara has worked as a clerk in a government office for seven years. Her children are five and three, and she is three months pregnant. Her son was enrolled in a Head Start program, but she could not find reliable child care for her daughter and relied solely on shaky arrangements with friends and relatives. She often missed work or was late when her arrangements fell through. Barbara's supervisor was very sympathetic, but eventually she lost her job. She applied for AFDC (Aid to Families with Dependent Children) to help her get by until she found a new job. She was denied aid because the state computer showed she was still employed. With no income, she quickly lost her apartment. Barbara and her children now live in a shelter. (*)

(*)—adapted from *Homeless Families: Failed Policies and Young Victims*, by the Children's Defense Fund, January 1991.

Lesson 14

Activity: Explore Varying Viewpoints about Homelessness

Divide the class into two cooperative learning groups and discuss these questions—

1. Why are the people in these scenarios (provided in Lesson 13) homeless? List all the possibilities and then prioritize them, the most important reasons first, the least important one last.
2. What would be different about each one of these scenarios if they all were from your community or area? Be specific and describe the cases from your local point of view.
3. Put together an opinion about each scenario that would reflect how the people in your area would feel about these individuals.
4. Write down places they think might be able to help each case and exactly what kind of help they should get.

Sharing each group's findings with the entire class could demonstrate the range of viewpoints that exist about homeless people.

Lesson 15

Activity: Identify Where Homelessness Occurs

Objective: Students will be able to identify the various locations, locales where homeless people live and what their situations are like.

In the world—

Discuss locations in the world where individuals are homeless, i.e., at this writing there are homeless people in Africa, Bangladesh, Southeast Asia, the Philippines, Central America, and Iran. It is easy to think of homeless people being somewhere else. Discuss how and where they are living.

In the United States—

Assign students to find materials through the school media center (books, periodicals, videotapes) that address these topics:

- a. welfare hotels
- b. shelters for the homeless
- c. "bag ladies"
- d. transient seasonal labor
- e. substandard housing
- f. homeless males living "on the streets"
- g. teenage "runaways"
- h. rural homelessness

Putting this information together will provide students with descriptions and scenarios of where homeless people are in the United States, in both rural and urban settings, and how they live.

In Iowa—

Use the document, "Homelessness in Iowa: the 1992 Report" published by the Iowa Department of Education, to learn where homeless people live in Iowa (see Appendix). Statistics are included for each county in the state. The report states that about one half of one percent of the people who live in Iowa are homeless. Using maps of Iowa included in the report, draw conclusions about where homeless individuals in Iowa appear to be concentrated. Finally without going into more research, draw conclusions about why the concentrations are where they are on the map. Use these early conclusions to compare with later activities.

In your area—

Combine information from the Iowa map that shows the approximate number of people in your county with informal interviews with individuals you know about where there are homeless people. Researchers have found that “word of mouth” is often an excellent source of information about homeless people.

Lesson 16

Activity: Review "America's Third World" and Acceptance or Rejection of Homelessness

Read the article, "America's Third World" from *Newsweek*, August 8, 1988, pp. 20-24. Each case described is a person or family who is nearly homeless.

- discuss why the term "third world" is used in the title
- describe why poor and homeless people in rural areas can be so destitute and in such terrible situations
- identify the reasons why it is so difficult for poor and homeless people in rural areas to get the help they need

Compare and contrast the views:

- "There aren't any homeless people around here."
- "Homeless people are in every county in Iowa and in the United States."

Both of these statements are believed to be true by different individuals living in the same community. Explain why.

See: Davidson, Osha Gray. *Broken Heartland: The Rise of America's Rural Ghetto*. Free Press, 1990. (Based on Iowa rural communities) contained in the bibliography in this publication.

Lesson 17

Activity: Identify Who is Helping Homeless People?

Objective: Students will be able to identify who is helping homeless people and have the opportunity to get some experience doing it themselves.

Invite a series of guest speakers in, or send teams of students to do interviews, from as many of these organizations as you can, to talk about world, national, state, local, and school district efforts to help homeless groups and individuals.

The American Red Cross
Church mission groups
Local community action agency
County Department of Human Services
County general relief employee or member of the county Board of Supervisors
City Council member, mayor or city employee
Homeless shelter staff member
Youth shelter employee
Local volunteer center (may be a part of United Way)
Iowa Citizen's Action Network staff, if available
Local Coalition for the Homeless representative, if available
School principal or guidance counselor
Area Education Agency

Prepare a class report about who is helping homeless people in the world, nation, state, local area, and school.

Lesson 18

Activity: Identify How to Get Involved

Use the information gathered to encourage students to get involved as volunteers for groups that help homeless people, i.e., in a shelter, at a "community kitchen" where meals are served to those who have no resources to feed themselves, at a community help line where individuals call who are in need of help and do not know where to go, conducting a campaign for donated items for a food pantry or for those who attend school who cannot afford to purchase gym equipment, school supplies, etc., helping local churches or other groups fix up the homes of those who cannot afford repairs. Add to this list from your local knowledge or with the assistance of a local person who knows.

Unless individuals learn first hand, it is difficult to understand just who is homeless and where. The goal is not to identify all homeless people; rather it is to develop sensitivity to the needs of homeless people among us. Lesson points could be accumulated by students who do volunteer work or make written or oral presentation in the area about homelessness (letters to the editor of school and local papers, speeches to community groups, etc.). A good time frame would be to continue volunteering at least until all the items in this curriculum are covered.

Lesson 19

Activity: Identify When and Why People Become Homeless

Objective: Students will describe world, national, state, and local events that contribute to homelessness; combined with personal events, students will be able to describe how a family or an individual can become homeless in Iowa.

In the world—

Discuss such world events as famine in Africa, typhoons in Bangladesh, refugees from wars in Southeast Asia and Central America. The key to the discussion is what happens in each case that causes homelessness in such large numbers. What do these individuals do to get help and how are their problems resolved? A good historical event to bring the global impact of homelessness to a local perspective is the arrival of "boat people" and other refugees from Southeast Asia following the war in Vietnam. The same reference can be made with the wars in Central America.

In the United States—

a. Using the four scenarios in "Item 2, Lesson 13," identify the point at which each person or family actually became homeless. Then go back and order the series of events that led to homelessness. What things could each person or family control; what things in each case were beyond the control of the family or individual.

b. People in the United States also become homeless because of natural disasters like earthquakes, hurricanes, floods, tornadoes. How does the general public seem to feel about people who are homeless because of a natural disaster compared to how the general public seems to feel about people like the ones in the scenarios above.

Take this opportunity to address the issue of stereotypes and prejudices. Very often stereotypes and prejudices come from an individual's own fears about not being successful or the need to feel better off than someone. Make a list of the stereotypes people might have about the scenarios in "Item 2, Lesson 13." For each stereotype listed, brainstorm ways to help teach people about the ways each person has tried to take care of self and family, and about the factors that are beyond their control.

In Iowa and in your area—

Write scenarios of your own about how each of these state and local events could lead to homelessness. In each case describe the individual or family involved; what were the risk factors before the event; what finally happened to cause homelessness; what assistance is needed to return the individual or family to self-sufficiency:

- factory closing
- apartments converted to condominiums, or no longer designated "low-rent housing"
- specific kinds of government assistance (like mental health care) are ended or drastically reduced/changed

Do the same for these personal catastrophic events:

- death of a parent
- lack of health insurance for essential emergency or chronic medical care needed
- splits and separations in families
- untreated mental health problems
- losing a job in the family

Lesson 20

Activity: Explore Governments and Homeless People

Objective: Students will demonstrate understanding of how the government (federal, state, local) is involved in the problems of homeless people, as both obstacle and provider of help.

One of the responsibilities of governing is seeing to the welfare (well-being, prosperity) of all of the citizens of the governmental unit. Toward this end, governments have provided housing, medical care, income maintenance to those who are having temporary or irreversible problems that keep them from self-sufficiency. Citizens of the United States expect to be assisted by the government when they need it. The numbers and needs of homeless people have pointed out some glaring needs that may not be filled by our present systems.

Types of help provided by governments:

Research the assistance available from governments by finding out:

- what each of these types of assistance is
- what level of government offers it (federal, state, county, city, school district)
- how do individuals and families qualify for each kind of help
 - * "Section 8" housing
 - * Project Self-Sufficiency
 - * Medicaid
 - * Emergency shelter
 - * AFDC
 - * Social Security assistance other than retirement
 - * Free or reduced price school lunches
 - * Emergency money until AFDC starts
 - * Financial assistance when unemployed
 - * Immunizations and physicals required for school attendance

Order this information and organize it in a format that could be given to a homeless family to make it easier for them to find help in your local area. What other kinds of assistance did you find that are not on the list above.

Lesson 21

Activity: Identify Who Is Helping the Poor and Homeless - Agencies and Volunteerism

Put together a panel of representatives from governments, schools, a community action agency, the Red Cross, a homeless shelter, and a local activist. The purpose is to see the viewpoints of whose job it is to help the poor and homeless; how does each of these individuals feel about the homeless people they see?

Ask each panel member to describe:

- How many homeless people they each feel live in your area?
- Who the homeless are in your area, families, individuals, male, female, children, the elderly?
- What are the causes of homelessness in your area?
- How they think people get to be homeless?
- What services are available to help homeless people?
- The role that lack of affordable housing plays in your area?
- Who should be helping the homeless?
- What the role of governments should be in helping the homeless?
- What governments in your area have done to improve assistance to homeless people?

**** Add other issues your class wants them to discuss.**

Following the panel discussion, with equal speaking time for each individual, provide time for questions from those in the audience.

Lesson 22

Activity: Exploring What We Can Do Personally in Making a Difference

Following the visit, the class can prepare a statement about the homeless situation in your area that addresses the issues mentioned. Discuss the opinions about whether governments help or cause homelessness; compare and contrast what the class knows now about homelessness issues with what the class thought when the project started.

Divide the class into reporting groups for the four levels on which homelessness was addressed: the world, the United States, Iowa, your local area (include school). Ask each group to prepare a statement of ways people can learn more about homelessness on that level; how people can get involved in preventing homelessness; assistance individuals can provide to help those who are homeless or nearly homeless. Each group should report to the class on their assessment; the rest of the class should offer information to be considered that was not presented. The end product should be a position statement by the class about what individuals can do to help those who are homeless.

Lesson 23

Activity: Create Recommendations and Solutions to Solving/Preventing Homelessness and the Problems It Presents

Centering attention on homelessness in the United States, ask the class to make recommendations about the changes to be made by governments, schools, communities, services that will help prevent homelessness as well as help those who are homeless as soon as possible. The volunteer work done by class members should be a great help in understanding just what changes are needed. Be sure they incorporate those first hand experiences. The class can then put together an action plan for ways each person can work to help those who are homeless as well as ways they can individually work to influence those who govern to address the issues that could prevent and alleviate homelessness.

Make presentations of findings and recommendations to various governmental groups, service groups, the news media. Feel moved to do something!

OTHER TOPICS FOR INDIVIDUAL INTEREST:

- homeless people and their legal rights
- homeless teenagers, males and females
- illegal aliens and homelessness
- English as a second language and homelessness
- what ever happened to the "boat people" once they got to the U.S.
- school attendance laws and homeless children
- the Great Depression and homelessness

There are more — what interests you?

RESOURCES

ORGANIZATIONS

Children's Defense Fund
25 "E" Street NW
Washington, D.C. 20001
(202) 628-8787

Homeless Information Exchange
1612 "K" Street NW, Suite 1004
Washington, D.C. 20006
(202) 775-1322

National Coalition for the Homeless
1612 "K" Street NW, Suite 1004
Washington, D.C. 20006
(202) 775-1322

Iowa Coalition for the Homeless
921 Pleasant, Room 111
Des Moines, Iowa 50309
(515) 244-9748

Coordinator, Office of Homelessness
Iowa Department of Human Services
Division of Economic Assistance
Hoover State Office Building, 5th Floor
Des Moines, Iowa 50319
(515) 281-6249

Coordinator, Office for the Education of
Homeless Children and Youth
Iowa Department of Education
Office of Educational Services for Children,
Families, and Communities
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-3966

U. S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202
(202) 401-0728

Interagency Council on the Homeless
400 State Avenue, Tower 2
Kansas City, Missouri 66101
(913) 551-5495 (Regional Office)

Interagency Council on the Homeless
451 7th Street SW
Washington, D.C. 20410
(202) 708-1480

Alliance for the Mentally Ill of Iowa
5911 Meredith Drive, Fleet C1
Des Moines, Iowa 50322-1903
(515) 254-0417

National Governor's Association
Hall of States
444 North Capitol Street
Washington, D.C. 20001
(202) 624-5300

MATERIALS

Homelessness in Iowa: The 1992 Summary.
Drake University in cooperation with The Iowa
Department of Education, February, 1993

"America's Third World." *Newsweek*, August 8, 1988.
pp. 20-24

"Homeless Families: Failed Policies and Young
Victims." The Children's Defense Fund, 25 "E" Street
NW, Washington, D.C. 20001, 1991.

School Rules of Iowa, Chapter 33, "Educating the
Homeless." Iowa Department of Education, 1993.

Memo to School Administrators of Iowa, "Homeless
Students - New Rules for Schools." Iowa Department of
Education, 1993.

Shelter Boy. Videocassette. This 15 minute, nationally
televised documentary produced by Fox Television
depicts an Omaha family forced to be homeless as a
result of a tornado and loss of employment. The effects
of homelessness on the children with regard to school
experiences are emphasized. Also available from Iowa
area education agencies.

Reach for the Child. Videocassette and pamphlet. A 27
minute video on homelessness and its impact within
schools. Available from the Iowa Department of
Education and Iowa area education agencies.

*Homeless Children and Adults in Iowa: Addressing
Issues and Options in Education, Services and the
Community.* Drake University in cooperation with The
Iowa Department of Education, May, 1993.

*Broken Lives: Denial of Education to Homeless
Children.* National Coalition for the Homeless,
December, 1987.

*Directory of Legal Services Regional Offices and
Counties.* Legal Services Corporation of Iowa, October,
1993.

*Directory of State and National Contacts for the
Education of Homeless Children and Youth.* U.S.
Department of Education, October, 1993.

"Storm Lake Seeks to Ban Homeless from Sleeping in
Public." *The Des Moines Register*. August 14, 1991,
p. 4M.

SPEAKER'S BUREAU ON HOMELESSNESS IN IOWA
(This list represents persons willing to assist when possible)

NAME	ADDRESS	PHONE NO.	AVAILABILITY	TOPIC	AGENCY
Morley, Raymond	Iowa Dept. of Education Grimes State Office Bldg. Des Moines, Iowa 50319-0146	515-281-3966	Statewide	Education of homeless children and youth, counts of homeless people in Iowa	Iowa Dept. of Education
Brass, Lois	1219 Buchanan Des Moines, Iowa 50316	515-265-1222	Local and Regional	Homeless youth	Homeless Youth Shelter
Riedel, Harold	SIRHA 219 N. Pine Creston, Iowa 50801	515-782-8585	Statewide	Grantsmanship, federal & state housing policy, needs of low- income renters, legislative events, how to develop housing projects	SIRHA
Waters, Sandra, Director	Humility of Mary Shelter Ministry PO Box 2423 Davenport, Iowa 52809	319-399-9844	Statewide	Need for Diversity in Housing Programs	Humility of Mary Shelter Ministry
Lake-Bullock, Sandra	Neighborhood Place, Inc. 809 W. 6th Street Davenport, Iowa 52802	319-322-7754	Statewide	Substance Abuse/Homeless Minorities, Homeless Families & Children, Funding for Transitional and Other Housing Programs	Neighborhood Place, Inc.
Budreau, Tina	Vera French Community Mental Health Center Homeless Outreach Program 1441 W. Central Park Avenue Davenport, Iowa 52804	319-383-1900	?	?	Vera French Community Mental Health Center-Homeless Outreach Program
110 Jimenez, Ray	Good Shepherd Victory Center 100 6th Avenue North Clinton, Iowa 52732	None Listed	Statewide	Building self esteem, family homelessness, hispanic home- lessness & mentally disabled	Good Shepherd Victory Center
Witt, Karen	Transitional Housing 317 7th Avenue South Clinton, Iowa 52732	319-234-4140	Locally Only	Transitional Housing & Domestic Violence	Transitional Housing

SPEAKER'S BUREAU ON HOMELESSNESS IN IOWA

NAME	ADDRESS	PHONE NO.	AVAILABILITY	TOPIC	AGENCY
Davenport, Richard	Black Hawk-Grundy Mental Health Center, Inc. Clinical Coordinator of Mental Health Services Waterloo, Iowa 50701	319-232-7317	Statewide	Clinical Needs of Homeless, Homeless Mental Health and Law Enforcement	Mental Health Center
Granberg, Bernie	Independence Haven, Inc. 406 Independence Waterloo, Iowa 50701	319-234-4140	Statewide	C.M.I. Homeless, Criminal Justice Issues, Homeless Offenders	Independence Haven, Inc.
Blome, Susan	Abbe Center for Community Mental Health 520 11th Street NW Cedar Rapids, Iowa 52405	319-398-3562	Statewide	Mental Illness, Psychiatric Medications, Assessment for Mental Illness, How to Work with CMI Individuals	Abbe Center for Community Mental Health
Bales, Andy	Good Samaritan Ministries 134 8th Street Des Moines, Iowa 50314	515-283-0818	Statewide	Street Outreach, Homeless Single Mothers with Children	Good Samaritan Ministies
Wright, Dean	Drake University Sociology Dept. 35th & University Des Moines, Iowa 50311	515-271-3618	Local Only	Homeless Research & Statistics	Drake University
Sullivan, Judy	HACAP PO Box 789 Cedar Rapids, Iowa 52406	319-366-7631	Statewide	Transitional Housing-Urban & Rural, Effective Utilization of Volunteers in housing programs	HACAP
Ruble, Linda	1801 Hickman Road Des Moines, Iowa 50314	515-282-2599	Statewide	Health Care, Chemical Dependency, Physicians Assistants	None Listed
Zachrich, Ben	921 Pleasant Des Moines, Iowa 50309	Not Listed	Local Only	Affordable Housing and Getting Elected Officials Involved in Homeless Issues	Not Listed

SPEAKER'S BUREAU ON HOMELESSNESS IN IOWA

NAME	ADDRESS	PHONE NO.	AVAILABILITY	TOPIC	AGENCY
Shelton, Howard	DSM Public Schools 1800 Grand Avenue Des Moines, Iowa 50309	515-242-7714	Not Listed	Educational Issues and Homelessness	Social Work Services Des Moines Public Schools
Dubert, Mary	428 Western Avenue Davenport, Iowa 52801	319-326-8723	Local Only	General Relief Programs	Scott County Community Services
Ericson, Barbara, R.N.	403 Sycamore, Suite 2 Waterloo, Iowa 50703	Not Listed	Local Only	Health Care Issues	Not Listed
Stannard, Sue	520 11th Street NW Cedar Rapids, Iowa 52405	319-398-3562	Not Listed	Substance Abuse & Mental Illness	Not Listed
Ridge, Kate	PO Box 3245 Davenport, Iowa 52808	319-322-0518	Not Listed	Emergency Shelters, Transitional Living for Single Men & Women, Volunteerism and Homelessness, and Day Shelters	Not Listed
Johnson, Steve	1801 Hickman Des Moines, Iowa 50314	515-282-2599	Statewide	Homeless Mentally Ill Population, Mental Illness Issues in General	Broadlawns Outreach Project
Rund, Ed	1801 Hickman Des Moines, Iowa 50314	515-282-2599	Locally	Homeless & Mental Health Issues	
Collet, Alan E. 114	100 Court Avenue Suite 309 Des Moines, Iowa 50309	515-243-4663	Statewide	Limited Expertise, Could Discuss financial packaging for affordable housing that would benefit Homeless Persons	Iowa Housing Corporation
Knotek, Marianne	MICAH House 231 S. 7th Street Council Bluffs, Iowa 51501	712-328-4808	Statewide	SW Iowa's experience with Homeless families	MICAH House

SPEAKER'S BUREAU ON HOMELESSNESS IN IOWA

NAME	ADDRESS	PHONE NO.	AVAILABILITY	TOPIC	AGENCY
O'Neill, Barbara	417 E. Kanesvill Blvd. Council Bluffs, Iowa 51501	712-328-4808	Unknown	Emergency Assistance Program Forming Coalitions	
Noah, Ron	William Penn College Trueblood Avenue Oskaloosa, Iowa 52577	515-673-1113	Statewide	Tutoring Homeless and At-Risk Students	
McNarney, William H.	Manager, HUD 210 Walnut Des Moines, Iowa 50309	515-284-4512	Statewide	Housing, Finance, Homelessness, HUD/FHA Programs	HUD

HOMELESSNESS

A BIBLIOGRAPHY

PREPARED BY DR. BETTY JO BUCKINGHAM
and
DR. RAYMOND E. MORLEY

December 1992

This bibliography of fiction and nonfiction books, and materials transmitted in other formats, was drawn from standard reviewing sources available to library media specialists and teachers including on-line sources. It was prepared to give users an idea of the kinds of materials available. It is not meant to represent all titles or all formats which relate to homelessness. **Presence of a title in the bibliography does not imply advocacy by the Iowa Department of Education.**

The bibliography is in classed order, that is, in the order materials would appear on the shelves of a library. Numbers assigned are from the Dewey Decimal system and are approximations of call numbers which might be assigned in your library or media center for materials on the subjects listed at the end of each entry. Fiction books and motion pictures which tell a story are labeled with an "F" and Easy books for lower elementary and preschool are labeled with an "E". Entries give author where pertinent, title, producer or publisher if known, physical description and annotation. Two major sources of the videos noted in this list are CNIR [Cooperative Network of Inservice Resources], Area Education Agency 6, Media Center, Marshalltown, Iowa 50158 (1-800-542-7821), and North Dakota State Film/Video Library, 1510 12th Avenue North, Box 5036 - SU Station, Fargo, North Dakota 58105-5036 (1-701-239-7285) FAX 701-239-7288.

- 155.7 Teen Stress (Video). J. C. Penney, ATTN: Golden Rule Network, Public Affairs Dept., P. O. Box 659000, Dallas TX 75265-9000. Available from North Dakota State Film/Video Library (V4486). 70 minutes, VHS.

This tape's purpose is to educate viewers on the social and environmental factors leading to teen stress. It is intended to provoke discussion and provide positive coping skills. To be used in conjunction with the videotape, "Has Anybody Seen Phil?" Stress Coping.

- 302.2 Adult Illiteracy (Video). Education Commission of the States. E C U Film, 810 12th Ave. S., Nashville, TN 37203. Available from North Dakota State Film/Video Library (V4491). 12 minutes, VHS.

This video discusses the crisis of adult illiteracy. Statistics indicate that 23 million adults in our country are functionally illiterate; 45 million read and write at a marginal level. These numbers are growing at the rate of 1.5 million each year. Implications of illiteracy are explained and the need for immediate action highlighted. Illiteracy.

- *302.2 Illiteracy: America's Quiet Tragedy (Video).** United Way of America. Available from North Dakota State Film/Video Library (V4490). 10 minutes, VHS.

This video looks briefly at the causes of illiteracy, describes the personal difficulties which accompany the inability to read, and features innovative solutions to the problem. Illiteracy.

- *302.2 Project Life (Video).** Educational Technology International. Available from North Dakota State Film/Video Library (V4492). 15 minutes, VHS

Describes "Project Life," a basic language/reading program for special education and illiterate adult students. Illiteracy

- 325 Bentley, Judith. Refugees: Search for a Haven.** Messner, 1986.

What makes people refugees and how they are received in foreign countries. Grades 4-8. Refugees Homelessness

- 325 Goldfarb, Mace. Fighters, Refugees, Immigrants: A Story of the Hmong.** Carolrhoda, 1982.

The story of the refugee camp in Thailand where the Hmong survivors gathered. Grades 4-6. Refugees Homelessness

- *325.73 Refugee Families in Our Own Country (Video).** Office of Education for Homeless Children and Youth, University of Nevada. Available from North Dakota State Film/Video Library (V4477). 15 minutes, VHS.

This video is an interview with an articulate woman who describes her family's experiences with homelessness. Homelessness Refugees.

- 325.73 Santoli, Al. New Americans; an Oral History: Immigrants and Refugees in the U. S. Today.** Viking, 1988. 392pp.

Eighteen immigrants and immigrant families describe the disasters, deprivations and oppression that drove them from their countries and the delays and problems they encountered in the U. S. Grades 9-12. Refugees Homelessness

- 361.7 Berger, Gilda. U. S. A. for Africa, Rock Aid in the Eighties.** Watts, 1987. 96pp.

Going beyond the title, this book tells of the aid given to starving Africans, homeless Americans and American farmers (at a time when many farmers were going bankrupt) through the avenue of Rock concerts. A slight but readable book on a phenomenon of the '80's. Grades 7-12. Homelessness Poverty

- 362.29 Teenage Substance Abuse (Video) J. C. Penney, ATTN: Golden Rule Network, Public Affairs Dept., P. O. Box 659000, Dallas, TX 659000. Available from North Dakota State Film/Video Library (V4486). 92 Minutes, VHS.**

The purpose of this tape is to educate viewers on the technical aspects of crack and cocaine abuse, the social and environmental factors leading to substance abuse and information on intervention, treatment and prevention programs. This tape should be used in conjunction with the videotape, Not Me.

- 362.5 At the Mercy of America: The Homeless and Their Children (Video) National Association of Social Workers; distributed by Sunrise Media, 1989. Available from CNIR. Sound, color, 40 minutes VHS.**

Jonathan Kozol discusses how most homeless are victims of lack of federally supported social programs; he traces the probable results of poor nutrition of mothers, to low birth-weight babies, to learning disabilities, to failure, dropping out, crime, and drug abuse; stresses dollars spent on improving diet and living standards to be better expended than paying to "remediate" and "incarcerate" later. See also Kozol's Rachel and Her Children, a book on homelessness. Poverty, Homelessness.

- 362.5 Berck, Judith. No Place to Be: Voices of Homeless Children. Houghton Mifflin, 1992. 144pp.**

Over thirty children from New York City, aged 9-18 were interviewed. Their comments are interspersed with facts and figures, some as late as 1991. The book covers the why and how of children being homeless, the major types of temporary housing, the impact of homelessness on identity and education. Government and society are the sole culprits in Berck's account of the degradation, shame, danger and discomfort of these young Americans. Grades 5 up. Homelessness

- 362.5 Binford, Shari, Editor. Homeless: Struggling to Survive. Compact Reference Series. Info Plus TX, 1991 40pp.**

No annotation available.

- 362.5 Blau, Joel. The Visible Poor: Homelessness in the United States. Oxford University Press, 1992.**

Homelessness in the United States. Homelessness

- 362.5 Bountiful Harvest: Poverty in North Dakota (Video). Office of Intergovernmental Assistance, 14th Floor - State Capitol, 600 E. Blvd. Ave., Bismarck, ND 58505-0170. Available from North Dakota State Film/Video Library (V4470). 1989, 10 minutes, VHS.**

Describes poverty in North Dakota, including interviews with low income persons who describe their lives. The rural nature of poverty and the movement of people in and out of poverty are discussed. Coordination of services and programs are emphasized as part of the solution to poverty.

- 362.5 Crush (Video).** E C U Film, 810 12th Ave. S., Nashville, TN 37203. Available from North Dakota State Film/Video Library (V4509). 15 minutes, VHS.

A middle-aged couple live as squatters in a homemade shack beneath an interstate highway bridge. They collect cans by the roadside and in nearby dumpsters to sell for cash. This couple represents thousands of homeless people across America coping at the very edges of society, yet managing to hold onto pride and self-dignity. Homelessness

- 362.5 Davidson, Osha Gray. Broken Heartland.** The Free Press, 1990.

An in-depth expose of the disintegration of rural communities and the spread of homelessness, hunger, poverty and despair throughout the nation's heartland. Features Iowa and trends in rural economic development that are deepening our problems. Grades 10-12. Poverty, Homelessness

- 362.5 Dudley, William, editor. Poverty: Opposing Viewpoints.** Greenhaven, 1988. 238pp.

Presents opposing viewpoints on poverty, its causes, cures, the homeless, welfare and the relationship between discrimination and poverty. Grades 9-12. Poverty, Homelessness

- 362.5 Faces of Poverty (Video).** E C U Film, 810 12th Ave. S., Nashville, TN 37203. Available from North Dakota State Film/Video Library (V4508). Sound, color, 27 minutes, VHS

Through interviews and case histories the poor are revealed, not as objects of our compassion, but as our neighbors, sisters, brothers and children. For those who are economically comfortable. Covers our perceptions and misconceptions about the poor. Poverty

- 362.5 Fagan, Margaret. The Fight Against Homelessness: Understanding Social Issues** S. Watts, 1990. 64pp.

Review not available from our sources. Homelessness

- 362.5 Forrester Church: World of Ideas with Bill Moyers Series - Season One (Video).** PBS Video/ Public Broadcasting Service, 1320 Braddock Place, Alexandria VA 22314-1698, 1989. sd, color, 30 minutes, VHS.

Interviews Unitarian pastor, Forrester Church, whose New York City church ministers to homeless people and people with AIDS. Homelessness

- 362.5 Four Voices (Video).** First, 1987. Sound. color, 28 min. VHS.

Four communities in the South Bronx, in Appalachia, among the Sioux in Montana, and among Southern black farmers use community based education approach to fight homelessness, displacement and unemployment. Homelessness

- 362.5 Greenberg, Keith E. Erik Is Homeless. Carol Halebian, Photog. In My Shoes Series. Lerner, 1992 40pp.**

Erik and his mother are not typical of the homeless in that they eventually were placed in a "Family Inn" where they were well treated, and provided special tutoring. Should be used in conjunction with other materials which give a more typical picture of homelessness. Grades 3-6. Homelessness

- 362.5 Health Care for the Homeless (Video). Fanlight Productions, 47 Halifax Street, Boston MA 02130. Sound, color, 28 minutes VHS or 3/4 inch.**

Identifies health care needs of homeless and programs health care workers have created. Includes issues raised for doctors, nurses, hospitals and clinics. Homelessness Health Care

- 362.5 Hombs, Mary Ellen. Contemporary World Issues: American Homelessness. ABC-Clío, 1990.**

Designed to serve both as a one-stop information source and a guide to in-depth exploration of homelessness. Grades 8-12. Homelessness

- 362.5 Home Street Home (Video) Films Inc., 1988. Available from CNIR; Available from North Dakota State Film/Video Library (V4473). Sound, color, 50 minutes, VHS. Senior High**

NBC News examines the plight of America's homeless people; showing them to be fixtures on city streets; men and women huddled in doorways trying to hide from the elements. It asks "Who are these people: What services are available to them? What are the political ramifications of this problem?" Homelessness Poverty

- 362.5 Homeless Families - A Tear in the Fabric of Our Society (Video). The Better Homes Foundation, 181 Wells Avenue, Newton Center, MA 02159-3320. (617)964-3834; FAX 617-244-1758.**

Homeless adults, teens and children identify how homelessness impacts them. The experience of homelessness is captured as an intense and debilitating trauma that can happen to anyone and establishes a milieu of hopelessness. Developmental and emotional impacts on pre-school and school-age children are identified to challenge us for solutions. Homelessness

- *362.5 Homeless in America Symposium. (Video). "Homeless in America Symposium," Concordia College, Moorhead, Minnesota, September, 1988. (Videotaped live broadcast, quality poor). Available from North Dakota State Film/Video Library. Sound, color, VHS.**

Homeless in America (V4496). 40 minutes.

Mitch Snyder's opening address on Homeless in America. Homelessness

Portraits of the Powerless (V4495). 20 minutes.

James Hubbard's photo essay on homelessness. Homelessness

The Problem That Won't Go Away (V4496). 45 minutes.

Dr. Richard Applebaum's presentation concerning the social, political and economic causes of homelessness and possible solutions. Homelessness

Rural Homeless Individuals and Families (V4494). 40 minutes.

Sue Watlov Phillips looks at the phenomena of rural homelessness and the reasons for its increasing frequency. Homelessness

Welcoming Angels Unaware (V4497). 45 minutes.

Rev. John Steinbruck of Luther Place Shelter in Washington, D. C. provides a challenging message describing the social factors contributing to homelessness. He also discusses the responsibility we each have to look after the physical and emotional needs of others. Homelessness

362.5 Homeless in the Heartland (Video). Office of Intergovernmental Assistance, 14th Floor - State Capitol, 600 E. Blvd. Ave., Bismarck, ND 58595-0170. Available from North Dakota State Film/Video Library (V4494). Sd, color, 30 minutes, VHS.

A documentary on homeless people in North Dakota, a rural state, showing something of their lives and the efforts being made to end their hardships. Shelters in Fargo, Grand Forks, Bismarck and two American Indian reservations show families with children, people living under bridges, single men and overcrowded homes. Homelessness

***362.5 Homelessness: Facing the Issues (Video). Conference, Creighton University, March, 1989. Available from North Dakota State Film/Video Library (V4490). Sd, color, 60 minutes, VHS.**

Features Sue Watlov Phillips presentation, "Serving the Homeless with Dignity," and Robert M. Hayes' presentation, "The Role of the Federal Government." Homelessness

***362.5 Homelessness: Facing the Issues (Video). Conference, Creighton University, March, 1989. Available from North Dakota State Film/Video Library (V4500). Sound, color, 60 minutes, VHS.**

Jack McAllister's presentation, "The Role of Corporate America," and Marsha Martin's presentation, "What Do We Know From Where We Are?" Homelessness

***362.5 Hope for the Future (Video). 1990. Available from North Dakota State Film/Video Library (V4474). Sound, color, 120 minutes, VHS, guide.**

California homeless conditions. Homelessness

- 362.5 Houseless not Hopeless (Video) NEWIST/CESA #7, University of Wisconsin - Green Bay, 1990. Available from CNIR; Available from North Dakota State Film/Video Library (V4507). Sound, color, 30 minutes, VHS. Guide Jr.-Sr. High School.**

Discusses stereotypes associated with homelessness; shows how changes in our government, economy, personal lives, etc., have affected the face of homelessness in our country; features interviews with people who have experienced homelessness. Homelessness Runaways

- 362.5 Hubbard, Jim American Refugees. University of Minnesota Press, c1991.**

Pictorial works on homeless people in the United States. Homelessness

- 362.5 Hyde, Margaret O. The Homeless: Profiling the Problem. Enslow, 1989.**

The sobering picture of homelessness in America. Homelessness

- 362.5 Inside Life Outside (Video). New Day Films, 121 West 27th St., Suite 902, New York, NY 10001. Available from North Dakota State Film/Video Library (V4506). Sound, color, 120 minutes, VHS.**

Filmmakers live two years with a group of homeless people living in a shantytown on New York's Lower East Side. Living with them for weeks at a time, filmmakers capture a passionate drama - human beings struggling for survival and dignity against the harsh odds of the street. Homelessness

- 362.5 Is Homelessness a Serious Problem? Opposing Viewpoints Pamphlet Series. Greenhaven, 1990.**

Greenhaven has established a reputation for careful presentation of facts in their various "Opposing Viewpoints" series. Four other titles in this series which relate to the homeless are: WHAT ARE THE CAUSES OF HOMELESSNESS? SHOULD THE GOVERNMENT HELP THE HOMELESS? CAN HOUSING POLICIES REDUCE HOMELESSNESS? HOW SHOULD SOCIETY DEAL WITH THE HOMELESS?(1988) Homelessness

- 362.5 Kosof, Anna. Homeless in America. Watts, 1988, 110pp.**

Who are the homeless? How do they live? Why are they homeless? How do we solve this problem? These are the questions addressed in Kosof's publication. Grades 9-12. Homelessness

- 362.5 Kozol, Jonathan. Rachel and Her Children: Homeless Families in America. Crown, 1988.**

*Kozol interviews mothers and children who live in welfare hotels in New York City. The locks, the bathrooms, the elevators do not work. Husbands can only be smuggled in. Mothers must hunt for housing on allowances that do not reach the lowest rents while the city pays much more for this grossly substandard housing. Poignant and disturbing. See also *At the Mercy of America* (362.5 Video) Grades 11-Adult. Homelessness*

- 362.5 Landau, Elaine. *The Homeless*. Messner, 1987. 102pp.

Case histories of homeless people which attempt to show that they are victims of economic polarization, not dangerous, defiant or alcoholic. Grades 9-12.

Homelessness

- 362.5 Lloyd Van Brunt (Audio cassette). New Letters, University of Missouri - Kansas City, 5100 Rockhill Road, Kansas City, MO 64110-2499, 1989. 4 track or 1-7/8, 29 minutes.

Lloyd Van Brunt, founder of Pushcart Prize and author of five books of poetry is revealed as overtly political poet sympathetic to homeless and oppressed.

Homelessness.

- 362.5 Marx, Doug. *Homeless*. Troubled Society Series. Rourke, 1990. 64pp.

No review. Homelessness

- 362.5 Meltzer, Milton. *Brother, Can You Spare a Dime: The Great Depression 1929-1933*. Library of American History. Facts on File, 1990, 1969. 44pp.

It is hard to beat Meltzer's collection of testimony from those who lived through the Great Depression. They reveal the despair and hopelessness of people who fell from comfort to complete poverty. This new edition has fewer illustrations and songs but the words are there. It ends on the pessimistic note that the United States is moving into a service economy with a widening gap between "haves" and "have nots". Grades 7-12. Homelessness Depression

- 362.5 *Newsies* (Motion Picture). Directed by Kenny Ortega, Produced by Michael Finnell. Walt Disney, in Association with Touchwood Pacific Partners I; released by Buena Vista.

Based on a true story and set in 1899, this musical (Composer, Alan Menken) centers on a newsboys' strike. Jack Kelly, a teenage orphan led the poverty-stricken newsboys as they refused to sell Joseph Pulitzer's newspapers. MPAA Rating PG

- 362.5 *No Home on the Island* (Video). Film makers Lab., 1987. Sound. color, 29 minutes, VHS.

Homelessness also reaches middle class families when a job is lost. Focuses on social work agencies, volunteer groups and churches that cooperate to help solve this crisis. Junior High - Adult. Homelessness

- 362.5 O'Neill, Terry. *The Homeless: Distinguishing Between Fact and Opinion*. Opposing Viewpoints Juniors Series. Greenhaven, 1990. 32pp.

Aimed at a younger audience than the Opposing Viewpoints Series, the purpose of objective presentation of information on all sides of a question remains. Grades 5-8. Homelessness

- 362.5 Orr, Lisa, Editor. **The Homeless: Opposing Viewpoints.** Opposing Viewpoints Series. Greenhaven, 1990. 215pp.

One of the excellent "Opposing Viewpoints Series," THE HOMELESS debates the issues concerning homelessness. Is this the problem of the decade or are statistics being manipulated? Is the alcoholic street bum an accurate portrayal of today's homeless? Conservative and liberal points of view are given without favoring a particular point of view. Study skills and cartoons further enhance the volume. Grades 7 up. Homelessness

- 362.5 Redpath, Ann. **What Happens If You Become Homeless: Real Facts for Growing Up Series.** Capstone, 1992. 48pp. Release date 9-92.

No annotation available. Homelessness

- 362.5 Shelter (Video). Filmmakers Library, 1987. Available from CNIR. Sound, color, 55 minutes, VHS.

Examines causes of homelessness through interviews and portraits of the homeless (a man on the road for 5 years looking for work, a mentally handicapped individual turned out). Gives the conflicting views of policy makers, government officials, and social service providers about what should be done and who should pay for it. Homelessness Poverty.

- 362.5 Shelter for the Homeless (Video). United Nations; distributed by Centre Productions; distributed by Barr Films, 1988. Available from CNIR. Sound, color, 27 minutes, VHS. Senior High

Describes a Sri Lankan program which enables families living under the poverty level to build their own homes with government help. Also shows Rio de Janiero's policy of land tenure which helps shantytowns become functioning neighborhoods. Explains that roughly one-quarter of the worlds's population has no adequate housing and lives in appalling conditions. Homelessness Housing Poverty

- 362.5 Sheltering the Homeless - Meeting a New Challenge in New Ways (Audio cassette). National Association of Towns and Townships, 1522 K Street, NW, Suite 730, Washington, DC 20005, 1990.

Records the Sheltering of the Homeless Workshop of the National Association of Towns and Townships 1990 Town Meeting Conference. Discusses strain on local governments of growth of homelessness and ways for dealing with the situation. Adult Homelessness

- 362.5 Sidewalk Stories (Motion Picture). Produced and Directed by Charles Lane for Rhinoceros Productions; released by Island Pictures, 1989. Silent/sound, BW, 97 minutes.

A black and white silent comedy, a la Charlie Chaplin, with a serious message. A homeless artist takes in an abandoned child. Realistic sound and dialogue are added at the end to remind the viewer that the homeless world is a harsh reality. MPAA Rating R.

- 362.5 Solomon, Clemmie. Helping Homeless People: Unique Challenges and Solutions. American Association for Counseling and Development, 1992.**

A compilation of methods being used by professionals to assist homeless people. Grades 10-12. Homelessness

- 362.5 Squatters (Video). Cinema Guild, 1984. Sound, color, 27 minutes. VHS.**

Poor people in Philadelphia illegally inhabit and rehabilitate abandoned houses to gain legal ownership. Young black mother of three becomes political activist to impact federal program on abandoned housing. Homelessness

- 362.5 Streetlife: The Invisible Family (Video). Fanlight Productions, 47 Halifax Street, Boston, MA 02130. Available from North Dakota State Film/Video Library (V4505). Sound, color, 58 minutes, VHS.**

Introduces viewers to several displaced families and the often overburdened people who are trying to help them in their struggle to secure employment, shelter, food, health care and education. Homelessness

- 362.5 Where the Day Takes You (Motion Picture). Directed by Marc Rocco, Produced by Paul Hertzberg. Cinetel Films, 1992. Sound, color, 105 minutes.**

A sobering drama which centers on a group of homeless adolescents who live on Hollywood Boulevard, stealing, dealing and begging to survive. Homelessness. MPAA Rating R.

- *362.5 Working with the Homeless - A Video Based Training Experience (Video). 1988. Univ. of Massachusetts, Center for Comm. Media. Available from North Dakota State Film/Video Library (V4481). Sound, color, 40 minutes, VHS.**

Highlights current research, the problems of substance abuse, mental illness, physical disabilities and the role of the shelter in aiding the homeless. Also contains street scenes, interviews with homeless people and dramatizations. Homelessness

- 362.509 Housing Now - The Journey Home (Audio Cassette). Pacifica Foundation, P. O. Box 8092, Dept A, Universal City, CA 91608., 1989. 60 minutes, 4 track, 1-7/8.**

Documents crisis of the homeless. Includes Jesse Jackson, Mitch Snyder, Tracy Chapman, Joe Kennedy and David Hayden.

- 362.58 Davis, Bertha. America's Housing Crisis. Watts, 1990. 144pp.**

Davis' book is a good partner for Kosof's HOMELESS IN AMERICA (Watts, 1988). It outlines nearly all facets of the housing crisis, indicates the processes through which it developed and offers solutions and creative possibilities. Grades 6 up. Housing Homelessness

- 362.7 Artenstein, Jeffrey. Runaways; in Their Own Words: Kids Talking about Living on the Streets. Tom Doherty Associates, 1990. 171pp.**

Ten interviews with young people, ranging in age from 10 to 17, who were staying at a Los Angeles halfway house. A moving, shocking book about life on the streets. Grades 9-12. Homelessness Runaways

- 362.7 Dear, William. The Dungeon Master: The Disappearance of James Dallas Egbert III. Houghton Mifflin, 1984. 284pp.**

A brilliant, emotionally unstable, 16-year-old university student disappeared. Was he abducted or did he run away to become a Dungeon Master? Grades 9-12. Runaways

- 362.7 Disengaged (Video). WNET/New York, 1989. Available from CNIR. Sound, color, 27 minutes VHS.**

Video looks at U.S. public education in urban areas; deals with inner city schools, types of students encountered, including in-school dropouts, dropouts and homeless. Stresses that the traditional classroom structure does not readily meet the needs of any of these groups. At-risk students Homelessness

- 362.7 Felsman, J. Kirk. Street Children: A Selected Bibliography. December, 1985. ED268458. Available through INFORMS.**

A bibliography of books, articles and films on street children available through INFORMS on ERIC microfiche.

- 362.7 Future for All Children (Video). Education Commission of the States, 1988. Available from the North Dakota State Film/Video Library (V4471). Sound, color, 10 minutes, VHS.**

Looks at the prevalence of at-risk youth and suggests policies to deal with their educational concerns. At-risk Students

- 362.7 Futures at Risk (Video) Education Commission of the States, 1984-85. Available from North Dakota State Film/Video Library (V4472). Sd, color, 10 minutes, VHS.**

Examines the factors contributing to the "At-risk" status of many of today's children and youth and features business-education partnerships which work to provide at-risk youth with employment skills and attitude training. At-risk Students

- 362.7 Homeless Child (Video). Lac Film Unit, Distributed by Image Associates, P. O. Box 40106, 352 Conejo Rd, Santa Barbara, CA 93103. Sound, color, 27 minutes, VHS or 3/4 inch.**

Focuses on plight of homeless children and encourages people to provide foster homes.

- 362.7 Homeless Children's Trust Fund (Video).** Channel 2, KGAN, in Cedar Rapids, and National Coalition for the Homeless, 1990. Available from CNIR. Sound., color, 8 min. VHS.

*A visual essay on homelessness in Iowa. Intermediate grades - Adult.
Homelessness*

- 362.7 Hyde, Margaret O. and Lawrence E. Hyde. Missing Children.** Watts, 1985. 104pp.

*Runaways and abductions by parents and strangers are discussed. Grades 9-12.
Runaways Homelessness*

- 362.7 Madison, Arnold. Runaway Teens.** Elsevier/Nelson, 1979. 143pp.

Runaway and throwaway children are presented in well researched case studies. Grades 9-12. Runaways, Homelessness

- 362.7 No Place to Call Home (Video).** Honeywell/Children's Action Alliance, 1990. Available from North Dakota State Film/Video Library (V4476). Sound, color, 30 minutes, VHS.

No annotation available. Homelessness

- 362.7 O'Connor, Karen. Homeless Children. Overview Series.** Lucent, 1989. 96pp.

*Puts to rest the "Why don't they just get a job" questions. O'Connor's book focuses on causes of varieties of homeless living and the traps in our economic structure that allow homelessness to persist. Sensitive and thoughtful with useful photographs. Focuses, as do the majority of books on the homeless, on the problem in urban areas. Points up lack of educational opportunity for children on the streets. Somewhat dated in regard to minimum wages. Grades 5-12.
Homelessness*

- 362.7 Palenski, Joseph. Kids Who Run Away.** R & E, 1984. 174pp.

Interviews with over 30 runaway youth in the New York City area emphasize understanding the act of running away. Youth may see running away as a positive rather than negative event. Grades 9-12. Runaways, Homelessness

- 362.7 Reach for the Child (Video).** Media Resources Center, Iowa State University and Bureau of Federal School Improvement, Iowa Department of Education, 1991. Available from Area Education Agencies; available from CNIR. Sound, color, 28.5 minutes, VHS. Not copyright protected.

David is nine years old and homeless. He has never attended school until today. A plea to educators to look at problems of homeless students. Includes six dramatic vignettes. Homelessness

- 362.7 Shelter Boy (Video).** Fox Television, 1990. Available from CNIR. Available from North Dakota State Film/Video Library (V4478). Sound, color, 25 minutes, VHS.

The Metcalf family, made homeless by a tornado, tells a reporter how a city safety net doesn't help, how easy it is to become homeless, how people treat those who are homeless, and how this makes the individuals feel. Junior High to Adult. Homelessness

- 362.7 There's No Place Like Home (Video).** Junior League of Des Moines and WHO-TV. Distributed by Heartland AEA, 1986. Available from CNIR. Sd, color, 6 minutes, VHS.

One of three WHO-TV programs designed to point out and address dangers facing teenagers on the streets. Footage shot in Des Moines. This program is the actual documentary produced and shown on television. Intermediate - Junior High. Homelessness Runaways

- 362.84 Ashabranner, Brent K. and Melissa Ashabranner. Into a Strange Land: Unaccompanied Refugee Youth in America.** Dodd, Mead, 1987. 120pp.

Orphaned, smuggled and Amerasian children and their foster parents and social workers were interviewed in an effort to explore the problems of these unaccompanied children. Grades 5 up. Orphans Refugees

- 811.08 Rosen, Michael J., editor. Home: A Collaboration of Thirty Authors & Illustrators to Aid the Homeless.** Vera Williams, Illustrator. Harper Collins, 1992. 32pp.

A book celebrating the value of a home published to raise money to aid the homeless. Arthur Yorinks, Lucille Clifton, Lawrence Yep and Cynthia Rylant are among the authors represented. Grades K-4. Homes Homelessness

- 921 Berger, Gilda. Patty's Story: Straight Talk about Drugs. Get Real! Series.** Milbrook, 1991. 63pp.

At 25, Patty had been raised and raped in a stern foster home environment, had become a drug addict and lost custody of her children and was in a homeless shelter when the author met her. Her story points out that addiction is not limited to one age, race or class. An instructive and readable book. Grades 7 up. Addiction Homelessness

- 921 Berry, Skip. Gordon Parks. Intro. by Coretta Scott King. Black Americans of Achievement.** Chelsea House, 1991. 112pp.

An inspirational biography about a black who grew up homeless, was tempted to steal, and was temporarily employed to deliver marijuana. Parks became a successful author, photographer, composer and film director. Readable. Grades 6 up. Homelessness Black Americans

- 921 Kaufman, Curt and Gita Kaufman. *Hotel Boy*. Curt Kaufman, Illustrator. Macmillan, 1987. 40pp.

Henri, his mother and brother live in a welfare hotel after an apartment house fire leaves them homeless. The authors let Henri tell his story of the small room, the boredom, the restrictions, the efforts of his mother to find a job and their attempts to keep up normal traditions. When an apartment comes through, the readers share their excitement, but need to realize that many homeless are not that fortunate. Grades 1-3. Homelessness

- F Ackerman, Karen. *The Leaves in October*. Macmillan, 1991. 128pp.

Nine-year old Livvy, her father, and her six-year-old brother live in a homeless shelter. Livvy tries to make money, which other homeless adults resent. The distress and determination of a family trying to stay together are portrayed, but some of the facts of shelter living are slighted. For example, a social worker only shows up near the end of the story. A romantic view with a "happy" ending may make this a poor choice according to some reviewers. Grades 5-8. Homelessness

- F Aiken, Joan. *Midnight is a Place*. Viking; Dell, 1974. 287pp.

An unusual little girl brings complete change into the life of Lucas, a fourteen-year-old orphan who lives with an unpleasant guardian. Setting is nineteenth century England. Grades 5 up. Orphans Homelessness

- F Angell, Judie. *Dear Lola; or, How to Build Your Own Family; a Tale*. Bradbury; Dell, 1980. 166pp.

The writer of the Dear Lola column, actually an 18 year old boy, takes on six orphaned children despite nosy neighbors and do-gooders. Grades 4-6. Orphans Homelessness

- F Bauer, Marion Dane. *Shelter from the Wind*. Clarion, 1976. 108pp.

Stacy, who is left out when her father remarries and his new wife is expecting a baby, runs away. She is befriended by an old woman who is left out of society and survives her isolation by spending her love on her land and her dogs. Grades 5 and up. Runaways Homelessness

- F Bawden, Nina. *The Finding*. Lothrop, Lee & Shepard; Dell, 1985. 153pp.

An adopted foundling runs away from home when he learns he has inherited a fortune. The book balances the boys problem with the concerns of his family. Grades 4-6. Orphans Runaways

- F Beatty, Patricia. *That's One Ornerly Orphan*. Morrow, 1980. 222p.

Hallie is orphaned in Texas in the 19th century. She is sent to three different families before she finally finds happiness with a German farmer's family. Broad humor and a happy ending, but a view of what happens when orphan and foster family don't fit. Grades 5-6. Orphans Homelessness

F Blume, Judy. It's Not the End of the World. Bradbury, 1972.

Karen is twelve when her parents decide on divorce and her older brother runs away. Grades 4-7. Runaways

F Bosse, Malcolm J. Cave Beyond Time. Crowell, 1980. 187pp.

A trip through time helps Ben adjust to the reality of his life when his father and brother are killed in a car wreck. Grades 5 up. Orphans Homelessness

F Brookins, Dana. Alone in Wolf Hollow. Clarion, 1978. 137pp.

Bart and his brother Arnie are shunted from relative to relative, finally to an alcoholic uncle. This is a powerful story of the boys' struggle to keep themselves going and to solve a murder mystery in which they became involved. Grades 4-6. Orphans Homelessness

F Bulla, Clyde Robert. Almost a Hero. Illus. by Ben Stahl. Dutton, 1981.

Bulla writes of a homeless boy in a boarding school. Grades 5-8. Homelessness

F Calvert, Patricia. When Morning Comes. Scribners, 1989. 153pp.

Cat is a fifteen year old runaway, unwanted by her mother interested only in her latest boyfriend. Cat dislikes the foster home in which she is placed but eventually realizes she has little other choice. Cat eventually changes from the kind of person who seeks love with anyone she can seduce to a more approachable person. Grades 7-12. Homelessness

F Carlson, Natalie Savage. The Family under the Bridge. Pictures by Garth Williams. Harper & Row, 1958. 99pp.

A Parisian hobo finds his shelter under the bridge taken over by a homeless mother and her three children. A Newbery Medal Honor Book. Grades 3-5. Tramps Homelessness

F Carlson, Natalie Savage. The Happy Orpheline. Pictures by Garth Williams. Harper & Row; Dell, 1957. 96pp.

Twenty French orphans dread the separation that adoption would bring. One meets the 'queen of France' who wants to adopt her. Other titles in the series include: A BROTHER FOR THE ORPHELINES, 1959; A GRANDMOTHER FOR THE ORPHELINES, 1980; THE ORPHELINES IN THE ENCHANTED CASTLE, 1964; A PET FOR THE ORPHELINES, 1962. Orphans Homelessness

F Cassedy, Sylvia. Behind the Attic Wall. Crowell, 1983. 315pp.

Thrown out of every boarding school she was sent to, Maggie was finally taken to stay with great-aunts who were just as dismayed as her other guardians at the behavior of this rebellious twelve-year-old. Behind the attic wall she found a world of fantasy where she could love and be loved. Grades 5 up. Orphans Homelessness

F Cassidy, Sylvia. Lucie Babbidge's House. Crowell, 1989. 242pp.

A dollhouse full of dolls helps Lucie create a secret life for herself at the orphanage. Grades 4-6. Orphans Homelessness

F Cleaver, Vera and Bill Cleaver. Trial Valley. Lippincott, 1977. 158pp.

This book continues the story of Mary Call Luther begun in WHERE THE LILIES BLOOM. Mary Call is now sixteen and adds responsibility for an abused and abandoned boy to her other tasks which include fending off two suitors, each unsuitable but for different reasons. Grades 5 up. Orphans Homelessness

F Cleaver, Vera and Bill Cleaver. Where the Lilies Bloom. Illus. by Jim Spanfeller. Lippincott; Harper & Row, 1969

Mary Call Luther becomes the head of the household at fourteen when her father dies. She takes on responsibility for her ten year old brother and retarded older sister, fighting to keep the family together in their Appalachian Mountain home. Grades 5 up. Orphans Homelessness

F Colman, Hila. Rich and Famous Like My Mom. Crown, 1988. 137pp.

Cass; aged fourteen, and daughter of a famous Rock star, tries the streets to escape from an over protective home. Gives insight into the lives of the homeless. Readable and realistic. Grades 5 up. Homelessness

F Corcoran, Barbara. Annie's Monster. Atheneum, 1990. 188pp.

Annie and her monster, an Irish wolfhound, find a mentally ill woman who was turned out of a state hospital and has run away from a halfway house. The story will absorb readers and raise a question about society's treatment of the mentally ill. Homelessness

F Corcoran, Barbara. Stay Tuned. Macmillan, 1991. 208pp.

Implausibly sympathetic adults, coincidences, and amazing self-confidence come to the aid of Stevie, who's bankrupt Iowa farmer father takes a job in Alaska and expects her to find her way to a relative's home. She and a boy and girl deserted by their mother lose their tickets. Their attempts to hide and stay safe on their way north are reviewed as believable and poignant in one source and unlikely in another. Characters are tolerant of others flaws and likable. Grades 5-8. Homelessness

F Curry, Jane L. The Big Smith Snatch. Macmillan, 1989. 192pp.

Sudden economic hardships throw the Smith children and their mother in with the homeless. When Mrs. Smith goes to the hospital, the children are assigned to a foster couple who try to turn them into thieves for their own family business. Delightfully complex plot and believable individual characters will keep readers fascinated. During their adventures they are aided by a "bag lady" and learn about surviving in the streets. Grades 5-7. Homelessness

F Dickens, Charles. Oliver Twist. Various editions. 1837.

A boy from an English workhouse falls into the hands of rogues who train him as a pickpocket. He faces hardship, danger and many obstacles in his efforts to escape the environment he has fallen into. The musical, OLIVER, is based on this novel. Dickens wrote several stories of orphans. Little Nell in THE OLD CURIOSITY SHOP goes begging with her grandfather when he loses his shop by gambling. DAVID COPPERFIELD is sent by his harsh stepfather to work at a factory from whence he escapes to live with a great aunt. Grades 7 up. Homelessness

F Duffy, James. Missing. Scribner, 1988.

Kate has been a runaway before so her mother isn't too worried when she disappears, at least at first. Then they discover that she has been abducted. Grades 4-6. Runaways Abduction

F Fleischman, Sid. The Midnight Horse. Illus. by Peter Sis. Greenwillow, 1990. 84pp.

A ghostly magician, a wicked uncle and attempts to swindle Touch's protector turn this story of an orphan boy into an exuberant, tongue-in-cheek battle of good and evil. Grades 3-6. Orphans Homelessness

F Fox, Paula. Monkey Island. Orchard Books Watts, 1991. 160pp.

Clay is an eleven-year-old abandoned first by a father who can't find a job, then by a mother facing a difficult pregnancy who winds up in a small park where a number of homeless people live. He finds refuge from the most brutal realities of such a life and is eventually reunited with his mother. While the relatively happy conclusion may strain credulity, this is a carefully, thoughtfully written story which will help readers see the plight of the homeless. Grades 5-7. Homelessness

F Garfield, Leon. Young Nick and Jubilee. Illus. by Ted Lewin. Delacorte, 1989. 134pp.

Nick, ten, and Jubilee, nine, are orphans in 18th century London who attend a charity school, claiming a thief who had befriended them as their father. A madcap adventure with an upbeat conclusion. Grades 5 up. Orphans Homelessness

F Geller, Mark. Raymond. Harper, 1987.

Raymond is a battered child. Then he fights back, injures his father and flees. Grades 5-7. Runaways

F George, Jean C. The Missing 'Gator of Gumbo Limbo: An Ecological Mystery. Harper Collins, 1992. 176pp.

A homeless, abused woman, her daughter and a few other down-on-their-luck folks try to find and rescue a 12-foot alligator who shares the Everglades with them. They try to keep the Everglades safe from fearful condominium dwellers. A mystery with lessons about ecology and the homeless. Grades 5-7. Homelessness

F Gerson, Corinne. Tread Softly. Dial, 1979.

An orphaned girl fantasizes about a perfect family which keeps her from facing reality. Grades 4-6. Orphans

F Grove, Vicki. The Fastest Friend in the West. Putnam, 1990. 174pp.

Two girls, one fat, friendless and sorry for herself and one, scrawny, dirty and homeless, form a relationship. Eventually Vern's family moves back to their old home and Lori goes on a diet. The story seems too neatly packaged for believability. Grades 4-6. Homelessness

F Hahn, Mary Downing. December Stillness. Clarion; Avon, 1988. 181pp.

Kelly, tries to help a disturbed and homeless Vietnam veteran who spends his days in the public library in her community. Grades 6 up. Homelessness

F Harris, Mark Jonathan. Come the Morning. Bradbury, 1989. 169pp.

Ben Gibson, his mother and siblings try to locate their husband and father from a phony address he sends them. Their meager money supply stolen, they wind up in a Salvation Army shelter. The mother's faith in God is highlighted and the story ends with some hope but no solid resolution. A sobering look at a homeless family, beautifully presented. Grades 5-9. Homelessness Poor

F Herzig, Alison Cragin and Jane Lawrence Mali. Sam and the Moon Queen. Houghton Mifflin, 1990. 140pp.

Sam befriends a girl he calls December whom he finds in the basement of the apartment house he lives in with his widowed mother. December introduces him to Annie and a number of other homeless people. An engaging and readable story of several brave people who find a way to survive on city streets. Grades 5-8. Homelessness

F Holland, Isabelle. The Journey Home. Scholastic, 1990. 312pp.

This story is based on the orphan trains which took tenement youngsters from New York City to adoptive homes in the last half of the 19th century. Twelve-year-old Maggie and her younger sister begin a new life with a childless couple in Kansas. Grades 4 up. Orphans Homelessness

F Holm, Anne. North to Freedom; translated from the Danish by L. W. Kingsland. Harcourt, Brace, 1965, out-of-print, 190pp.

A twelve year old escapes from a prison camp in which he has spent most of his life. He makes his way across Europe on his own. Grades 6 up. Refugees Homelessness

F Holman, Felice. Secret City, U.S.A. Scribner's, 1990. 197pp.

Benno and Moon find an abandoned building and decide to make it into a "Secret City" for the homeless, an oasis of hope in the midst of decay. Middle School/Jr. High. Homelessness

F Holman, Felice. Slake's Limbo. Scribner, 1974. 117pp.

A thirteen year old boy runs away from an oppressive school and abusive home to hide in New York's subway system. Eloquent presentation of fear, poverty and hope. Runaways Homelessness

F Howard, Ellen. Edith Herself. Illus. by Ronald Himler. Atheneum, 1987. 131pp.

Edith, an orphaned epileptic, goes to live with an older sister and her husband in a stern "Christian" household. This is the story of Edith overcoming her handicaps. Grades 4-6. Orphans Homelessness

F Howe, James. Dew Drop Dead; a Sebastian Barth Mystery. Atheneum, 1983. 156pp.

Sebastian Barth, with his friends Corrie and David, find a body in Dew Drop Inn, but it doesn't stay put. Along with this mystery, Sebastian must add concerns for the homeless and for his father's possible loss of a job. The author offers no easy answers for the mystery or homelessness but, even in a light-hearted novel, confronts readers with a national tragedy. Grades 4-6. Homelessness

F Hughes, Dean. Family Pose. Atheneum, 1989. 184pp.

An uncaring foster family drive an eleven-year-old boy to run away. He finds a warm hallway in a hotel and a friend in the night bellboy. While several at the hotel befriend him, the time comes when Social Services has to become involved. Middle School/Jr. High. Orphans Runaways Homelessness

F Hunt, Irene. The Everlasting Hills. Macmillan, 1985.

Jeremy, slightly retarded, fears his father and runs away from their Colorado farm in a story set in the 1930s. As he becomes more independent and mature he is able to pity and forgive. Grades 5-7. Runaways

F Johnson, Scott. One of the Boys. Macmillan, 1992. 256pp.

Sneering, devil-may-care Marty attracts a group of boys including Eric. He leads his followers in a series of escapades that disrupt school and torment Ole, who is homeless. The author doesn't provide retribution for the villain, but Eric develops from stooge to ethical, thinking human. Grades 7-10. Gangs? Homelessness?

F Jones, Adrienne. Street Family. A Charlotte Zolotow Book. Harper Collins, 1987. 288pp.

A fifteen-year-old escapee from a ranch for "wayward girls," a fourteen year old escaping from his abusive mother, and Doc, escaping from Vietnam memories, form a sort of family under the Los Angeles freeway, and end up helping another abused child. A pimp, a rapist-murderer and a shoot-out add to the excitement of this story which provides a happy ending for the youngsters and a less hopeful, but believable and enlightening picture of adult homeless. Grades 6-9. Homelessness

F Jones, Rebecca C. Madeline and the Great (Old) Escape Artist. Dutton, 1983.

When Madeline discovers she is epileptic, she runs away to hide her condition. Grades 4-6. Runaways

F Karr, Kathleen. It Ain't Always Easy. Farrar, Straus & Giroux, 1990. 228pp.

The immigrant poor were expendable in 1882. Jack, an eleven-year-old orphan, was surviving, but Mandy, a runaway from an abusive family, needed help. They miss the Orphan Train but manage to survive. Grades 5-8. Orphans Homelessness

F King, Buzz. Silicon Songs. Delacorte, 1990. 164pp.

A pretty unbelievable plot full of computer theft, a boy whose mother committed suicide when he was twelve and who was rejected by a long string of relatives and foster homes, an uncle dying graphically of brain cancer, and relief through death or forgiveness for all at the end. Does include some time of living on the streets and associating with an alcoholic bum. Grades 9 up.

F L'Engle, Madeleine. Meet the Austins. Vanguard; Dell, 1960. 191pp.

This story tells about Maggy, a rather spoiled orphan, who comes to live with the family of a country doctor. Grades 5 up. Orphans Homelessness

F Levin, Betty. Brother Moose. Greenwillow, 1990. 213pp.

Nell and Louise are orphans enroute to foster homes in Canada in the late 19th century. Suddenly they face the prospect of living through the winter with two Indians in northern Maine. Grades 5 up. Orphans Homelessness

F Lindgren, Astrid. Lotta on Troublemaker Street. Illus. by Julie Brinckloe. Macmillan, 1984.

Lotta runs away to a neighbor's house but eventually comes back home. Grades 3-5. Runaways

F Little Match Girl (Video). Lucerne Media, 1989. Available from CNIR. Sound, color, 25 minutes, VHS.

Animated adaptation of Hans Christian Andersen's tale which retains its basic theme of the plight of the homeless. Primary - Junior High. Homelessness

F Lunn, Janet Louise Swoboda. The Root Cellar. Scribner; Puffin, 1983, 1981. 229pp.

Rose is an orphan and unhappy with her new home but a little time travel from the magical root cellar takes her back to Civil War days. Her "experience" makes her more receptive to her modern placement. Grades 5 up. Orphans Homelessness

F Macken, Walter. The Flight of the Doves. Illus. by Charles Keeping. Pan, 1971.

A cruel stepfather in England drives two youngsters to flee to Ireland, their mother's home. Grades 5-7. Runaways

F Major, Kevin. Hold Fast. Dell, 1978.

When their parents were killed in a car crash, Kevin and his younger brother were separated. Kevin was sent to live with a harsh uncle and aunt where he rebelled and tried to run away. Unsentimental and true to life. Grades 5-6. Orphans Runaways

F Mathes, Sharon Bell. Sidewalk Story. Trumpet Club Special Edition, 1971. Grades 3-5.

Tanya's family is being evicted from their apartment. Lilly Etta, Tanya's friend, isn't going to let her friend be thrown out without a fight. Homelessness. Friendship

F Mazer, Harry. Cave Under the City. Harper, 1986. 160pp.

Toby and his brother hide in a cellar beneath a burned out building to avoid being taken back to a children's shelter. Grades 5-7. Runaways Homelessness

***F Mr. Krueger's Christmas (Video). 1980. Available from North Dakota State Film/Video Library. Sound, color, 29 minutes, VHS.**

Actor Jimmy Stewart appears in this Christmas story about a lonely man whose Christmas fantasies come true when some carolers invite him to share in singing and Christmas dinner. Loneliness

F Montgomery, L. M. Anne of Green Gables. Various editions. Original edition, 1908.

Daily activities and dreams of a lively imaginative child adopted by an elderly sister and brother on a Prince Edward Island farm. Covers the heroine's life from age 10 to age 17. Has been made into a TV series for public television. Grades 5 up. Orphans

F Myers, Walter Dean. Me, Mop and the Moondance Kid. Delacorte, 1988.

Eleven year old T. J. and his kid brother Billy, the Moondance Kid, are adopted and settling in well but they are worried about Mop, a girl from the orphanage who has not yet been adopted. Mop, with a little help from the boys, tries to put herself in a position to attract adoptive parents. Grades 4-6. Orphans Adoption

F Nixon, Joan Lowery. The Orphan Train Quartet Series: A Family Apart, Caught in The Act, In the Face of Danger, A Place to Belong. Bantam Starfire, 1987-1989. Age 10 up.

The Orphan Train Quartet follows the story of the six Kelly children, whose widowed mother has sent them west from New York City in 1856 because she realizes she cannot give them the life they deserve. One by one the children are adopted by midwestern families. Orphans, Homelessness

***F No Place Like Home (Video). ABC TV. Available from North Dakota State Film/Video Library (V4476). Sound, color, 120 minutes, VHS.**

This television movie portrays one family's experiences. After their apartment building burns down, they are forced to turn to the city's shelter system and eventually end up living on the streets. Although fictional, this family's experiences are not unusual and can be a valuable tool for increasing understanding of the nature, extent, and challenges of homelessness. With commercials. Homelessness

F Pendergraft, Patricia. As Far as Mill Springs. Putnam, 1991.

Robert, aka Oliver Twist, runs away from a foster home where he was underfed and overworked. With advice from other homeless people, he survives run-ins with unsavory folk and a multitude of disasters. Although this book is set in 1932, Pendergraft makes a strong moral statement about society's treatment of orphans and homeless. A little exaggerated but exciting for young readers. Grades 5 up. Homelessness Orphans Depression

F Pinkwater, Jill. Tails of the Bronx: A Tale of the Bronx. Macmillan, 1991. 208pp.

A funny, suspenseful story about eight youngsters in an urban blight area who solve two mysteries, one involving 32 missing cats, and the other involving two homeless people. Includes an affecting message on the plight of the homeless. Grades 4-6. Homelessness

***F Place to Call Home (Video). 1989. Available from North Dakota State Film/Video Library (V4476). Sound, color, 45 minutes, VHS.**

This play was written by Nina Fishwick and performed by "The Players" of Bismarck in May, 1990. The drama depicts an economically troubled small town and the life situations of a number of its residents, several of whom are on the brink of homelessness. Homelessness

F Reeder, Carolyn. Shades of Gray. Macmillan, 1989. 152pp.

Orphaned at the end of the Civil War, twelve-year-old Will goes to live with an aunt and uncle. Will considers the uncle to be a traitor because he was a pacifist. Grades 4 up. Orphans Homelessness

F Sachs, Marilyn. At the Sound of the Beep. Dutton, 1990. 154pp.

Matthilda and Matthew Green run away to avoid being separated when their parents divorce. While they only run away to an uncle's apartment, their uncle's absence turns them into homeless park dwellers. They learn to eat from garbage cans and hide from a killer. Eventually they are assured that they will not be separated and they return home but with a new outlook on life including a taste for the freedom and acceptance of the homeless life. Homelessness

F Sauer, Jim. Hank. Delacorte, 1990.

Hank, a six-year-old, befriends Emily, a street person, infected with meningitis. When Hank contracts and, later, dies from the disease, his sixteen-year-old brother and Emily are both devastated. It may be difficult for older people to believe in Hank's sensitivity and understanding but the ethical legacy he leaves to his family and friends will also touch readers. Grades 7-10. Homelessness

F Seabrooke, Brenda. The Bridges of Summer. Cobblehill Books/Dutton, 1992. 143pp.

Zarah is shipped off to her Grandmother's home on an island off South Carolina because her mother is a singer. Zarah prefers New York City and has difficulty adjusting to Grandmother Quanamina's Gullah traditions. By the end of the summer, when Quanamina dies, Zarah takes responsibility for Loomis, a five or six year old boy who was living full-time with Quanamina. Although Zarah has a mother who is present part time, both Loomis and Zarah are homeless to some extent. Grades 6 up. Afro-American Homelessness

***F Secret of the Second Basement (Video). 1984. Available from the North Dakota State Film/Video Library (V4526). Sound, color, 29 minutes, VHS.**

A story for Christmas and all seasons played by the Peppercorn puppets. No one knows that several street people live in the second basement of the Church of the Good Shepherd. Then Nanny, an abused and lonely child finds her way to the basement with her cat Gabriel. Through Nanny, the street people and the church members experience God's gift of love in a truly wonderful way.

F Shopping Bag Lady (Motion Picture). Learning Corporation of Ameirca, 1975. Available from CNIR. Sound, color, 21 minutes, 16 mm.

A teenage girl's encounter with a homeless old woman (played by Mildred Dunnock) leads to her eventual understanding of the problems of aging and the dignity of all individuals, regardless of their place in society. Intermediate - junior high. Homelessness Elderly Poverty

F Slote, Alfred. A Friend Like That. Harper, 1988.

Robby can't communicate with his father so he ends up running away. Grades 5-7. Runaways

F Spinelli, Jerry. **Maniac Magee.** Little, Brown, 1990 184pp.

Magee spends eight years as an unhappy orphan living with relatives and then runs away. The story combines racial segregation, homelessness, illiteracy and hope in a story so vital it received the Newbery Medal in 1991. Grades 5 up. Orphans Homelessness

F Springstubb, Tricia. **Which Way to the Nearest Wilderness?** Little, 1984.

Eunice decides the solution to all her conflicts with her parents is to escape to the nearest wilderness. Grades 5-7. Runaways Homelessness

F Spyri, Johanna. **Heidi.** Various editions. Originally published, 1880.

Heidi is an orphan who goes to live with her stern grandfather in the Swiss Alps where she is befriended by a boy named Peter, by her pet goats, and finally by grandfather. Grades 4 up. Orphans

F Stolz, Mary. **The Cuckoo Clock.** Illus. by Pamela Johnson. Godine, 1987. 84pp.

A cross between fiction and fairy tale, the story of Erich, the foundling, includes magic clocks and an ascension to heaven with a realistic friendship between Erich and an old clockmaker. Grades 4-6. Orphans Homelessness

F Streatfeild, Noel. **Thursday's Child.** Illus. by Peggy Fortnum. Random; Dell, 1971 275pp.

Margaret Thursday is ten years old and an orphan in a turn of the century orphanage in England when she escapes with two small boys. She works on the canals and begins a career as an actress, electing to remain free from would-be benefactors. The heroine is remarkably contemporary. Her decision to remain independent is consistent with a fully realized personality. Grades 4 up. Homelessness Orphans Runaways

F Sutcliff, Rosemary. **Brother Dusty-Feet.** Oxford, 1952, 1979.

Hugh is an eleven year old orphan in Elizabethan England who runs away from cruel relatives to travel with some strolling actors. Eventually reunited with a good friend of his father's, Hugh still remembers the freedom of the road. Grades 5-6. Orphans Runaways

F Thomas, Ruth. **The Runaways.** Harper, 1989.

Nathan and Julia are British youth with no liking for each other, but they discover money and run away. Grades 5-7. Runaways

- F Tolan, Stephanie. Sophie and the Sidewalk Man. Susan Avishai, Illustrator. Macmillan, 1992. 80pp.**

Sophie saves her money carefully for a particular stuffed toy she wants. Then she begins seeing a homeless man sharing a limp sandwich with a stray cat and makes a mature and caring decision. This story can be used for read-aloud and to stimulate discussion. A Christmas story with a year-round appeal. Grades 3-4. Generosity? Homelessness

- *F Welcome the Stranger (Video). 1984. Available from North Dakota State Film/Video Library (V4533). Sd, color, 18 minutes, VHS.**

Uses Peppercorn puppets to tell a Christmas story about Nanny and Isaiah who know first hand what it is like to be homeless. They imagine what it was like on the first Christmas and find a new friend and a new home.

- F Wersba, Barbara. Just Be Gorgeous. Harper, 1988. 156pp.**

Heidi has all the advantages of a secure childhood with rather trivial problems, but she decides that the only person who can accept her as she is, is a homeless gay street performer. She tries unsuccessfully to forward Jeffrey's career. When he and some dancers leave New York City for Los Angeles the story loses momentum since he is a more believable character than she is. Open discussion of homelessness and homosexuality. Grades 8-12. Homelessness

- F Wier, Ester. The Loner. Scholastic, 1991. 151pp**

A homeless migrant worker (with no name) drifts westward across the U.S. Discovered by a lady sheep rancher, who names and befriends him, David changes inwardly but wonders if it is too good to last. Grade 5 and up. Homelessness

- F Whittaker, Dorothy Raymond. Angels of the Swamp. Young American History Series. Walker, 1992. 209pp.**

Taffy, aged fifteen, was threatened with being shipped off to a foster home while she was still grieving her grandfather's death. Jody, aged twelve, escaped an alcoholic uncle Jeff, aged eighteen, needed to make a living during the 1930's depression. They all met in the Everglades where they created their own family. Grades 8 up. Orphans Homelessness

- F Wojciechowski, Susan. Patty Dillman of Hot Dog Fame. Orchard, 1989.**

A readable, realistic story of adolescents confronting homelessness. Grades 4-6. Check if in print. Homelessness

- E Barbour, Karen. Mr. Bow Tie. Harcourt Brace Jovanovich, 1991. 32pp.**

A child befriends a homeless man. Not only does the family feed the homeless man, but they reunite him with his family and he regains his speech. It's hard not to offer a happy ending to the very young reader or listener. The authors gouache and watercolor paintings are a tremendous addition. Preschool - 3. Homelessness

- E Brown, Margaret Wise. The Runaway Bunny. Illus. by Clement Hurd. Harper, 1972.**

Mother Bunny keeps loving and searching for her restless child who keeps running away. Preschool-K. Runaways

- E Bunting, Eve. Fly Away Home. Ronald Himler, Illustrator. Clarion, 1991. 32pp.**

Narrated by a small child who lives with his father in an airport, this story tells the facts of sleeping sitting up, washing in a restroom, and managing never to be noticed. Subdued watercolors, with the father and son often in the background underline this serious story with no happy ending but at least a ray of hope. For all collections - a real discussion starter. Grades K-3. Homelessness

- E Bunting, Eve. How Many Days to America? A Thanksgiving Story. Illus. by Beth Peck. Clarion, 1988. unp.**

Caribbean island refugees take a dangerous boat trip to America. The politics are omitted, but the fear and thanksgiving are covered in a poignant story for PK-3. Refugees

- E Delton, Judy. The New Girl at School. Illus. by Lillian Hoban. Dutton, 1979.**

Marcia is the new girl and she has trouble making friends. K-3. Runaways

- E DiSalvo-Ryan, DyAnne. Uncle Willie and the Soup Kitchen. Marrow Junior Books, 1991.**

Why would any one want to work in a soup kitchen? Accompany Uncle Willie and find out. PK-3. Homelessness

- E Devlin, Wende and Harry Devlin. Cranberry Summer. Harry Devlin, Illustrator. Macmillan, 1992 40pp.**

Just the right amount of humor, plot and suspense are offered in this read-aloud about the rescue of a hungry, homeless donkey by Mr. Whiskers and Maggie. All the town helps to rescue the donkey from Mr. Grape's wrath, raise money for feed and find a home for the donkey. Grades K-4. Homelessness

- E Godden, Rumer. The Story of Holly and Ivy. Pictures by Barbara Cooney. Viking Kestrel, 1959, 1985. 31pp.**

A lonely couple and a doll named Holly fulfill Ivy's Christmas wish. PK-3. Orphans

- E Guthrie, Donna. Rose for Abby. Illus. by Dennis Hockerman. Abingdon, 1988. unp.**

The daughter of an inner city minister, Abby befriends a homeless woman, even getting people to set up a soup kitchen. While simple in approach, it should stimulate discussion of the homeless. Grades 2-5. Homelessness

E Johnson, Jane. *Today I Thought I'd Run Away*. Dutton, 1986.

A little boy packs all kinds of things to keep him safe from all kinds of imagined dangers when he runs away. Preschool-K. Runaways

E Kent, Jack. *Joey Runs Away*. Prentice, 1985.

Joey runs away when mother says for him to clean up his room--her pouch. Joey winds up in a pouch belonging to a mail carrier. Preschool - 1. Runaways

E Lasker, Joe. *The Do-Something Day*. Viking, 1982.

No one pays any attention to Bernie so he runs away. Preschool-2. Runaways

E Patterson, Geoffrey. *A Pig's Tale*. Andre Deutsch, 1983.

A pig runs away when a greedy farmer sends her to market. K-3. Runaways

E Sendak, Maurice. *Very Far Away*. Harper, 1981.

Martin decides to run away because his mother hasn't time to answer his questions. Preschool-2. Runaways

* Incomplete publisher/producer